DOCUMENT RESUME

ED 402 421 CE 072 157

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TITLE	Project PEER: Planning for Employment Using Educational Resources. Job Club Manual. A Resource Activity Guide. Second Edition.
INSTITUTION	Great Oaks Inst. of Technology and Career Development, Cincinnati, OH.
PUB DATE	95
NOTE	229p.; Project PEER was originally funded by the Ohio Developmental Disabilities Planning Council.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Career Education; *Clubs; Communication Skills; *Daily Living Skills; *Disabilities; Employment Interviews; High Schools; Integrated Activities; Interpersonal Competence; *Job Search Methods; Junior High Schools; Learning Activities; Money Management; Self Esteem; Student Organizations; *Vocational Adjustment
IDENTIFIERS	*Job Clubs

ABSTRACT

This guide, which is intended for individuals involved in planning/operating job clubs for disabled and/or nondisabled junior and senior high school-aged students, contains directions for conducting more than 60 activities in job club settings. The activities are organized into the following seven categories, which have been identified as critical to creating positive work habits and attitudes: self-esteem; communication; job search; interviewing; keeping a job; money management; and independent living. The activities have all been designed to be used with small groups of 6-12 students in weekly sessions lasting 40-50 minutes. Each of the guide's seven sections begins with a brief discussion of why the skill covered in the section is critical to finding and keeping a job. Each activity is outlined on an activity sheet that includes some/all of the following: activity name, purpose, audience, materials required, implementation strategies, issues to be aware of, and length of time. Among the types of activities included are the following: quizzes; paper-and-pencil activities; games; drawing; self-evaluation; group discussion; public speaking; role playing; and simulation of television game shows. (MN)

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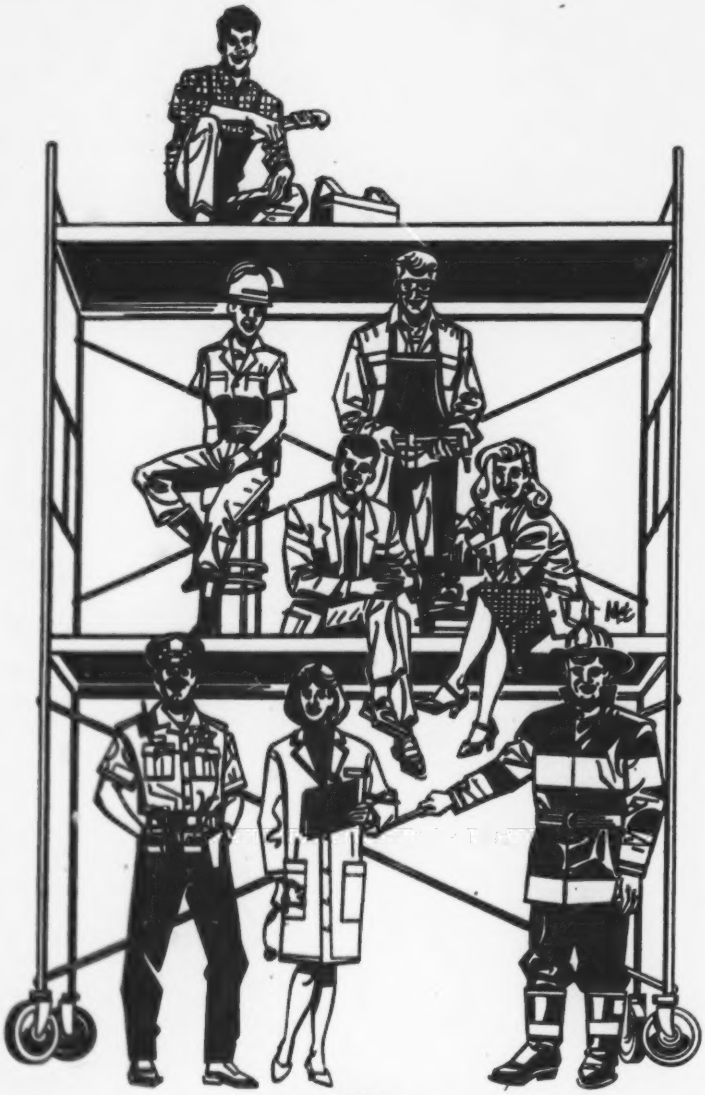

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JOB CLUB MANUAL

A Resource Activity Guide

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Project PEER:

PLANNING FOR
EMPLOYMENT USING
EDUCATIONAL
RESOURCES

A Cooperative Effort By:

Susie Rutkowski

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GREAT OAKS INSTITUTE OF TECHNOLOGY AND CAREER DEVELOPMENT

JOB CLUB MANUAL

A Resource Activity Guide

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JOB CLUB MANUAL

A Resource Activity Guide
Second Edition
1995

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Project PEER was originally funded by the Ohio Developmental Disabilities Planning Council.

The cover and section dividers of this manual are printed on recycled paper.

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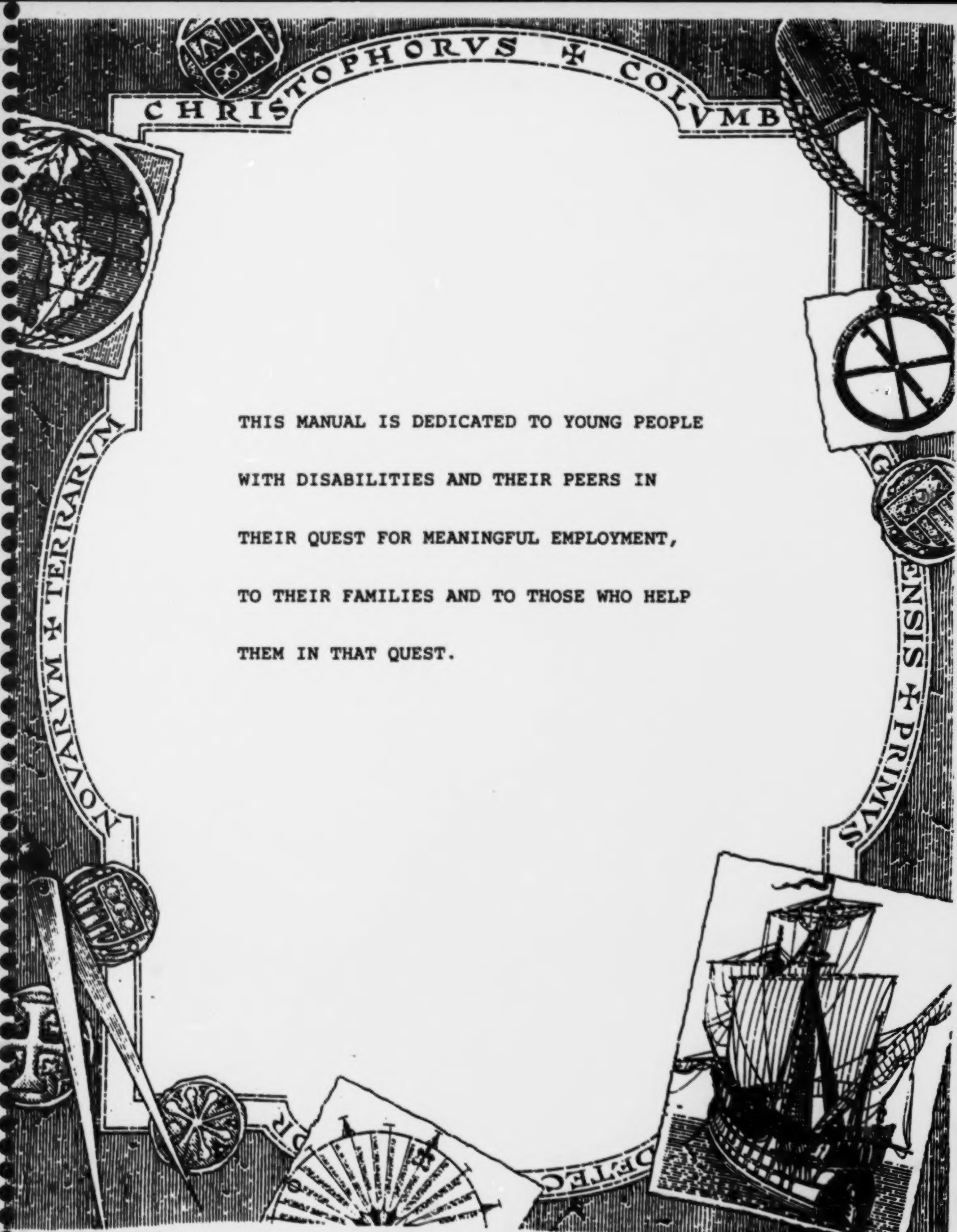
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NOVARVM ✠ TERRARVM
G
ENSIS ✠ PRIMVS
DETEC

THIS MANUAL IS DEDICATED TO YOUNG PEOPLE
WITH DISABILITIES AND THEIR PEERS IN
THEIR QUEST FOR MEANINGFUL EMPLOYMENT,
TO THEIR FAMILIES AND TO THOSE WHO HELP
THEM IN THAT QUEST.

JOB CLUB MANUAL
A Resource Activity Guide
Second Edition

Project PEER: Planning for
Employment using
Educational
Resources

Thank you for your interest in the Project PEER Job Club Resource Guide. We have added activities to this new "Second Edition"! All activities in this manual are designed to use with persons making a transition into the work world.

After planning and executing Job Clubs for several years, we have included the most popular lessons used with junior high and high school aged students. They are designed for use in an integrated setting, including persons with disabilities and their peers. We also believe this guide can be used for junior high students or adults to create positive work habits and attitudes.

There are many areas to explore in a "Job Club" situation but we have found that our most successful activities fall into the following areas: **Self Esteem, Communication, Job Search, Interviewing, Keeping Your Job, Money Management,** and **Independent Living.** These are critical issues when planning for success in the world of work.

Included in this new edition are over 60 activities in these seven areas. They are designed to be implemented once a week for a forty to fifty minute class during a school year. Some of the lessons are short and can be done in conjunction with another activity, while others may take more than one class period. They are most successful, when done with a small group: six to twelve members. We have presented each area as a unit of activities and implemented them in the same order as they appear in this resource guide. However, feel free to introduce the lessons in an order that will meet your students needs!

We strongly believe that these activities will help young people with disabilities and their peers gain confidence in their own skills and abilities as they prepare for work. Most activities require very few materials, or things that are found cheaply (such as rocks!), or handouts that can be copied from this book. The lessons are easy to follow and any handouts that accompany it have the same artwork on each page. Each activity is meant to be meaningful and should benefit the students. Feel free to pick and choose the lessons that will work for you!

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SELF-ESTEEM

SELF-ESTEEM

A positive self esteem is vital to success in every aspect of life: job, independent living, social relationships, etc. This concept seems simple, but it is very true. Young adults, especially those with a disability or someone who is unemployed, often have a low self esteem. Self esteem can be practiced and improved! Each time a person talks in front of a group, their self esteem is enhanced. Working in small groups gives these students many chances to improve their self esteem throughout the entire school year. **Enhancing your self esteem will lead to improvements in all areas: increased communication skills, a boost in productivity on the job, higher self confidence, etc.**

Through these activities, you will see a different side of your students: leadership or organizational skills may develop, a sense of humor may shine, appropriate social skills will also be enhanced.

The activities in this section are fun and can be used throughout the year. Many of these lessons use tangible items (rocks, apples, candy) which help the students deal with abstract ideas. The first three pages in this section can be used as posters or handouts to motivate your student's self esteem!

When some of the other Job Club activities seem cumbersome or tedious, you may want to add a self esteem lesson. This will add a little "oomph" to your Job Club!

If

you

think

you

can't....

Think

again!

We All Have Feelings
So Why Can't We All Be Friends?

Hello to you.

I see how you make fun of me because in some ways, I'm different than you. I'm not stupid, so I know what you mean by your remarks and your actions.

Sometimes I see one of you get hurt by something someone does or says and I can understand your hurt because I carry that hurt with me most all the time.

I'm not invited to football games with you or out for pizza or to your parties because you think I am strange. But did you know that I am a human being and that I have feelings just like you?

I'm not "cool" according to you, but maybe you should know that, just like you, I can feel hurt, lonely and different. Sometimes I laugh so you won't see me cry. Sometimes the things I hear you say make me feel all empty inside. Isn't it funny that you are cool and I am weird, and yet we both have the same kind of feelings?

I hope no one ever hurts you like I've been hurt. I hope no one ever points at you and laughs, or ignores you in the lunchroom. I hope you never find yourself alone at a football game or a dance.

I am so proud of what I have accomplished in special education, and yet I know that you could probably learn it without even opening a book. I know that I'll never be homecoming queen, captain of the football team or a cheerleader -- those are places for you, the cool people. I only wish you were cool enough to see and hear me.

But most of all, I wish you were cool enough to understand me -- so we could be friends.

Sincerely.

Your unknown friend

"DON'T BE FOOLED BY ME"

Don't be fooled by me.

Don't be fooled by the masks I wear.

For I wear a thousand masks, and none of them
is me.

I give the impression that I am secure.

Confidence is my name
and coolness is my game.

But don't believe me.

Beneath lies the real me--in confusion and fear and
aloneness.

But I don't tell you this because I'm afraid to.
I am afraid that you will think less of me,
that you'll laugh at me.

I'm afraid that deep down I'm nothing and I'm
no good.

Yet only you can call me into aliveness.

Each time you're kind and encouraging.

Each time you try to understand because you
care.

Who am I, you may wonder, I am someone you know
very well.

I am every man, woman, and child you meet.

Activity: I Like Myself

Purpose: Students will build confidence in themselves.

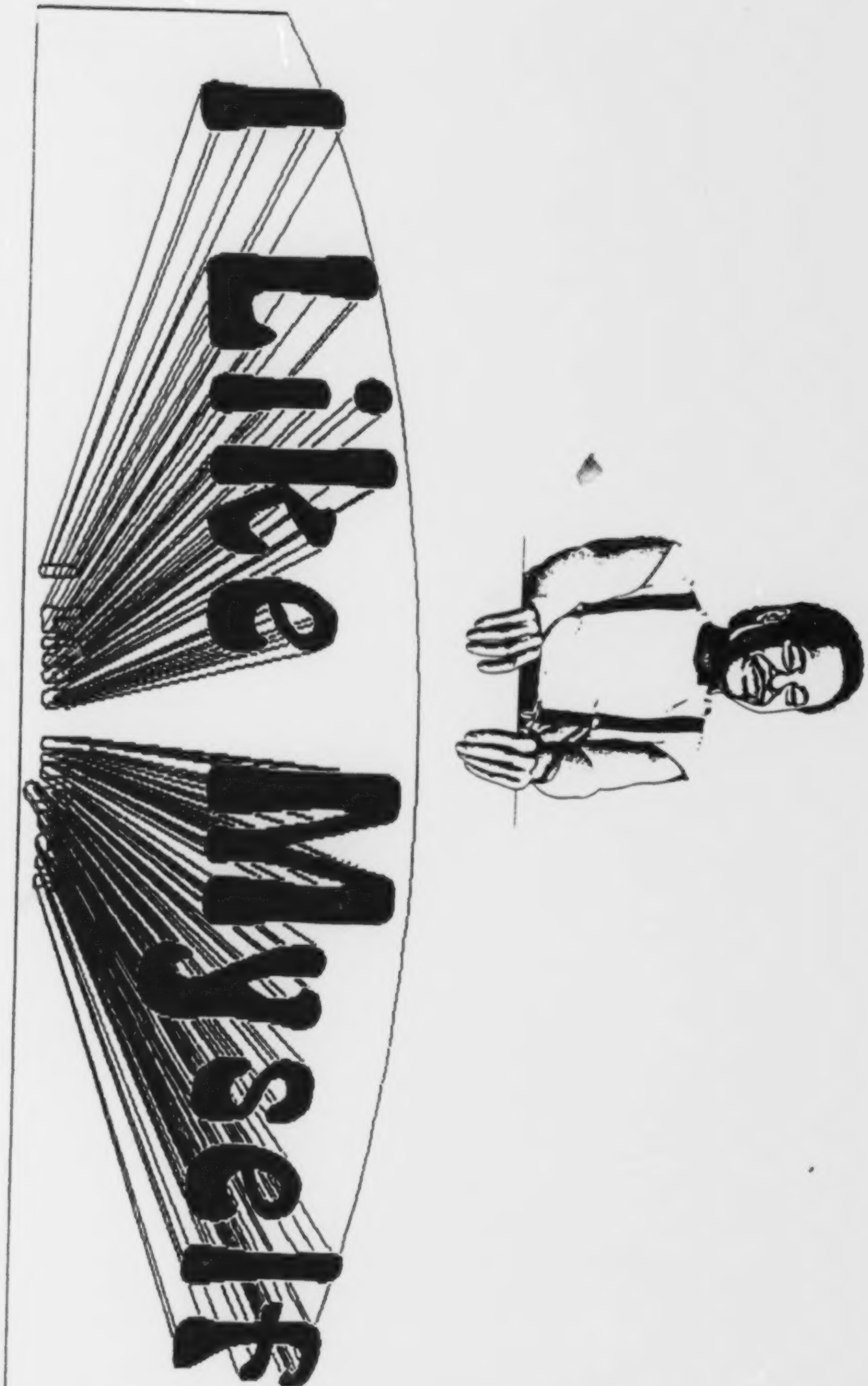
Audience: Grades 7-12, Adult

Materials: "I Like Myself" cards, one for every student

Implementation strategies: Make cards out of index cards for all the students. Write on each card the words "I Like Myself". Hand a card to every student, have each student go around the room or circle and read their card out loud. Make a large sign to hang in your classroom which says "I Like Myself." This is a way for students to be reminded of the activity and to say it to themselves when they see the sign.

Issues to be aware of: At first students may feel awkward saying this to themselves. Reading the card and not having to come up with something positive to say on their own, makes it is easier for them.

Length of time: 10 minutes


I Like Myself

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Activity: Success Or Failure

Purpose: Students will realize that reaching goals sometimes includes set backs.

Audience: Grades 9-12, Adult

Materials:
Success or Failure Worksheets
Success or Failure Answer Sheet
Pen or Pencil

Implementation Strategies: Depending on the academic level of the group you may want to read the items and have the students circle them as you go.

Issues to be aware of: To set this activity up, talk with students about not being afraid to have high standards. We don't always meet every goal, but that does not mean we should stop trying when we have a disappointment.

Length of time: Approximately 15 minutes.

SUCCESS OR FAILURE

Directions:

Listed below are examples of success or failure. Knowing only what is stated about the person, you must decide whether that person was probably a success or probably a failure in the chosen field by circling S for Success or F for Failure.

S F 1. Someone once said, about this person, "When you consider he has only had four months of school, he is very good with his studies, but he is a daydreamer and asks foolish questions." He also ran for political office seven times and was defeated each time.

S F 2. A teacher said this about him - "He is a very poor student. He is mentally slow, unsociable, and is always daydreaming. He is spoiling it for the rest of the class. It would be in the best interest of all if he were removed from the school at once."

S F 3. Wanted to be elected senator when he grew up. Was one of 35 to run for the President of his freshman class in college and was eliminated on the first ballot.

S F 4. Wanted to be a military leader or a great statesman. As a student failed three times in his exams to enter the British Military Academy.

S F 5. As a boy, had 24 brothers and sisters, his mother deserted the family when he was five; his father drank heavily; he lived in poverty; the children were put in foster homes; when he was seven he ran away eight times in one year; he was sent to reform school.

S F 6. In trying to solve a problem, tried 487 experiments all of which failed.

S F 7. Wanted to compose music, but became deaf.

S F 8. A teacher said this about her, "I am very concerned about her. She is bright and full of curiosity, but her interest in bugs and other crawling things and her daredevil projects are just not fitting for a young lady. Perhaps we could channel her curiosity into a safe hobby."

S F 9. Wanted to be a performer; went to drama school in New York. After several months, the school wrote her mother that she had no acting ability at all. They said "take her back home."

S F 10. Wanted a British television series Till Death Do Us Part on American prime time. He tried all networks for three years.

S F 11. Wanted to excel in science or engineering when he grew up. As a boy flunked first and fourth grades.

S F 12. Wanted to play an outstanding game as a quarterback. Completed only three of his first twelve passes; threw a total of thirty incomplete passes and one interception during the game.

S F 13. Wanted to be the outstanding baseball player in his league.

S F 14. Wanted to be a military leader, in military school he graduated 42 out of a class of 43 next to last.

S F 15. Wanted to be an outstanding businessman. Wanted his own candy store. At 19, he tried to operate one, it failed. Went to New York and tried to manufacture candy. That failed too.

S F 16. An editor told her that she would "never be able to write anything for popular consumption."

S F 17. Wanted to play professional football, wasn't chosen through more than 200 draft choices. Finally, the Pittsburgh Steelers took him as their 17th pick. He didn't make the team. During the football training camp, they let him go.

S F 18. Wanted to sketch and cartoon. Applied for a job with a Kansas City newspaper. After looking at his work the editor said, "To be frank with you, it's easy to see from these sketches that you have no talent."

S F 19. In sports, struck out 1,330 times in baseball.

S F 20. She discovered she had dyslexia only after her own daughter was diagnosed with it. When she was young she always thought something was wrong with her but didn't know what it could be.

ANSWERS SUCCESS/FAILURE QUESTIONNAIRE

1. Abraham Lincoln
2. Albert Einstein
3. John F. Kennedy
4. Winston Churchill
5. Flip Wilson
6. Madame Curie, the woman scientist who isolated radium
7. Ludwig Van Beethoven
8. Amelia Earhart, Aviator
9. Lucille Ball
10. "All in the Family"
11. Edward Gibson, one of the 3 astronauts in the Sky Lab III mission--he was the science pilot
12. Joe Namath, during this game, he also threw 3 touchdown passes and led the New York Jets to a victory over the Oakland Raiders 27-23. That day the Jets won their first AFL Championship.
13. Henry Aaron
14. Napoleon
15. Milton S. Hershey, Hershey Chocolate Company
16. Louisa May Alcott, Author of "Little Women"
17. Johnny Unitas, one of the great quarterbacks of all time.
18. Walt Disney
19. Babe Ruth, perhaps the most famous baseball player who ever lived.
20. Cher, singer and actress

Activity: Getting A "Pat" Or Paper On The Back

Purpose: Students will become more comfortable with saying good things about each other. To help students instill confidence in themselves.

Audience: Grades 9-12, Adult

Materials: Piece of blank paper or paper plate per student
Pen or pencil
tape or straight pins

Implementation strategies: Instruct students to have sheets of paper taped or pinned to their backs (paper plates may be sturdier to write on). Students should take turns writing good things about each other on the paper. They do not put their names by their comments. Afterwards, everyone takes them off and reads the comments given to them. Some examples of comments are: good friend, nice dresser, smart, etc.

Issues to be aware of: Emphasize that everyone has good qualities and that we are taking this time to tell others their positives. Explain that some days some people may not hear a compliment all day. Make it a point to have each student write something on all the backs of the other students. This is a chance for them to have positive feedback!

Length of time: Depending on size of class, allot an exact amount of time. For a class of ten you should allow 15 minutes.

Activity: Goal Setting In Six Easy Steps

Purpose: Students will learn how to select goals for themselves.

Audience: Grades 9-12, Adult

Materials: Goal Setting Handout
Pencils

Implementation strategies: Discuss the six steps of goal setting with your group. Have the students set at least one goal for themselves. Talk about their goals individually and brain storm strategies to achieve their goals.

Issues to be aware of: Set guidelines as to what you think students' goals should be, example school related or job related. Make sure that the goals the students choose for themselves are realistic and specific. Display goals somewhere in the classroom, where students can constantly see their goals. Refer to these goals periodically to see if they are working toward them.

Length of time: 30 minutes, depending on the number of students.

GOAL SETTING

Whether you think you can
or you think you can't
you're right.
Henry Ford

Set goals in 6 easy steps taken from The One Minute Teacher by Spencer and Constance Johnson.

Write goals for this session.

1. Decide goals. What is it that you plan to accomplish?
2. Write goals in first person, present tense. I am...
3. Be brief so that you can read them in one minute or less.
4. Be specific. Set a date to achieve your goal.
5. Use good feeling words. I enjoy...
6. Take one minute, several times a day to look at your goals and your behavior to see if your behavior matches your goals.

Activity:	I Can Do Better
Purpose:	Students will learn that what they think about themselves can come true.
Audience:	Grades 7-12, Adult
Materials:	No materials needed for this activity

Implementation strategies: Have students stand with an arms width between each other. Have students extend their left arms out to their sides. Without moving their hips, have them swing their left arms around to the back of their bodies as far as they comfortably can, have them notice how far their arms went. Then have them do it again, this time as they swing their arms, have them say "I Can Do Better!". Have them notice if their arm was able to swing farther.

Issues to be aware of: The students should swing their arms farther the second time, when they tell themselves, "I can do better."

Length of time: 5 minutes

Activity:	Self-Effectiveness Chart
Purpose:	Students will rank their self-esteem on a chart.
Audience:	Grades 7-12, Adult
Materials:	Self-Effectiveness Chart Worksheet Pen or Pencils Polaroid Camera (if possible)

Implementation strategies: After going over all 22 categories on the worksheet with the students, have them rate themselves. On a scale of 1 - 10, (with 10 being the most positive) circle the number as you see yourself for each item listed. When you have completed that, connect each circle with a line to form a graph. If most of your answers are on the right side, your self-esteem is intact. Work to upgrade those that are on the left side of the chart.

Issues to be aware of: Students are not always realistic when rating themselves.

Length of time: 10-15 minutes.
Allow more time if you use the Polaroid

Variation: Take a Polaroid picture of each student and let them watch it develop. Talk about the way the picture starts out black, becomes a hazy picture and finally becomes clear and sharp. This is how they should think about areas that need work. As you work on the weak areas, they will gradually become clearer and eventually could become a strength. If you can visualize your goal, you will reach it easier.

SELF-EFFECTIVENESS CHART

Directions: On a scale of 1 - 10, (with 10 being the most positive) circle the number as you see yourself for each item listed. When you have completed that, connect each circle with a line to form a graph. If most of your answers are on the right side, your self-esteem is pretty good. Work to improve on those that are in the left side of the chart.

1 2 3 4 5 6 7 8 9 10 1. Energy Level.

1 2 3 4 5 6 7 8 9 10 2. Enthusiasm.

1 2 3 4 5 6 7 8 9 10 3. Communication skills.

1 2 3 4 5 6 7 8 9 10 4. Understanding of people.

1 2 3 4 5 6 7 8 9 10 5. Planning ability.

1 2 3 4 5 6 7 8 9 10 6. Use of creativity.

1 2 3 4 5 6 7 8 9 10 7. Feeling of power.

1 2 3 4 5 6 7 8 9 10 8. Achievements.

1 2 3 4 5 6 7 8 9 10 9. Understanding of self.

1 2 3 4 5 6 7 8 9 10 10. Desire for advancement.

1 2 3 4 5 6 7 8 9 10 11. Concern for others.

1 2 3 4 5 6 7 8 9 10 12. Self-motivation.

1 2 3 4 5 6 7 8 9 10 13. Time management skills.

1 2 3 4 5 6 7 8 9 10 14. Desire for excellence.

1 2 3 4 5 6 7 8 9 10 15. Self-discipline.

1 2 3 4 5 6 7 8 9 10 16. Problem solving ability.

1 2 3 4 5 6 7 8 9 10 17. Self-confidence.

1 2 3 4 5 6 7 8 9 10 18. Interest in school.

1 2 3 4 5 6 7 8 9 10 19. Emotional control.

1 2 3 4 5 6 7 8 9 10 20. Speaking ability before others.

1 2 3 4 5 6 7 8 9 10 21. Positive attitudes.

1 2 3 4 5 6 7 8 9 10 22. How well you work with others.

Activity:	Timeline
Purpose:	Students will increase their self-esteem.
Audience:	Grades 7-12, Adult
Materials:	1 yard of adding machine paper for each student Pen or Pencil

Implementation strategies: Students will list all important and not so important dates on their timelines. They should start when they were born, writing down important dates and places such as vacations, starting school, awards, drivers license, sports, starting Jr. High, High School etc. Have students try to list one thing for each year of their life.

Issues to be aware of: You may have to write some examples down on the board, to get them thinking.Hang these timelines somewhere in the classroom, to allow students to read each others.

Length of time: 30 - 45 minutes.

12
11
10
9
8
7
6

Activity:	Hair Autobiography
Purpose:	Students will become more aware of their appearance.
Audience:	Grades 7-12, Adult
Materials:	Paper & Pencils Hair Autobiography Handout

Implementation Strategies: Read through the example sheet with the students. Let them know that they should make theirs as unique as they can, to be creative. The students should write about the life of their hair from birth to present. The hair autobiography should be in the tense as though their hair is talking. When everyone has completed theirs, the students should read theirs out loud.

Issues to be aware of: Students may need some coaching to get started.

Length of time: 20 - 30 minutes to write their hair autobiography and allow time to be read out loud in class.

HAIR AUTOBIOGRAPHY HANDOUT

(This is only an example from a female student to give you direction for your own Hair Autobiography).

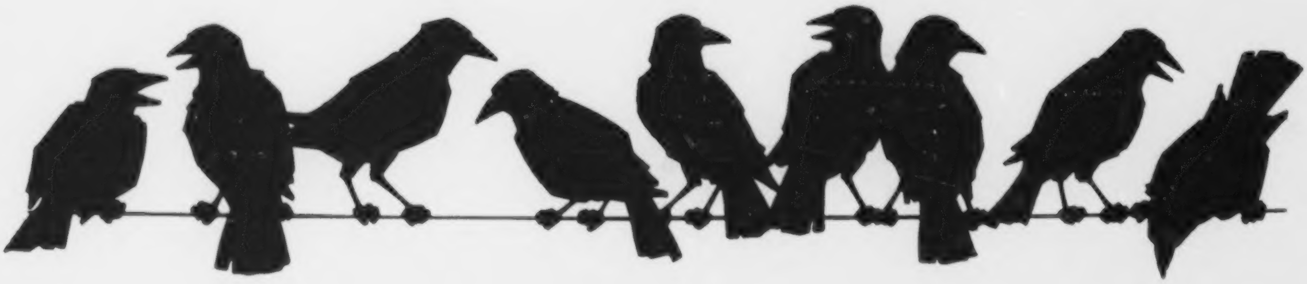
When I was born, I was non-existent. You were actually able to see me when I was 6 months old. At that time I was blonde, very short and straight. I kept growing at remarkable speed. I had my first cutting at the age of 3. I went to this place where all they do is cut hair like me. I was pretty shocked to see what they do with the extra hair that was cut off of me.

I started to change when I was 7 years old. I started getting darker in color, and I started to get a little curlier. Everyone liked me, except for me. I was always kept short. I didn't have the chance to grow long, like some of my friends. But that was ok.

Help! I am out of control. They try to tame me, but it is no use. She goes to bed with curlers on me, thinking this will do the trick, but I have her fooled. One hour after those curlers are out, I get wild again. I think she is learning to live with me.

She has finally come to her senses. She has styled me in a manner, that I like. I am still short and curly, but that's me and she has finally accepted that fact. I have a new hairstyle that agrees with the both of us. Finally!

COMMUNICATION



COMMUNICATION

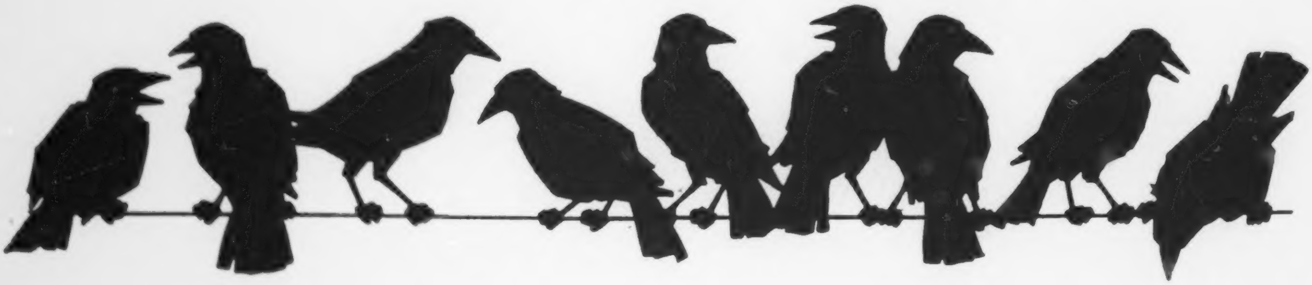
Another skill that affects every aspect of your life is communication. A recent poll from Personnel Managers around the country cited the two most common skills that the entry level employee should have to succeed in any job are: 1) **communication skills and** 2) the ability to get along with others. Every activity in Job Club should relate to one or both of these goals.

Communication skills are important while looking for a job, training for a job, keeping your job as you learn new tasks, getting along with your supervisors, building positive relationships with your co-workers, and talking with your family and friends about your job.

Verbal and non-verbal communication skills are equally important. Activities in this section target both! These activities can be presented us a communications unit or used throughout the year while working in the other sections. Some can be repeated, for a few minutes each week (such as the eye contact contests).

Many people get the job they want because they can communicate well in their interview. On the other hand, people often lose jobs because of their poor receptive and expressive communication skills: they don't seem to understand or are unable to carry out the bosses directions, they talk too much to their co-workers, they are rude to customers, in short they have no "People-Skills". Even though they seem unrelated to learning a particular trade or business, these communications skills are critical.

Along with other positive work habits, good communication skills are the key to job success!



Activity: M & M Candy Activity

Purpose: Students will tell facts about themselves as a way of introduction to a group of their peers.

Audience: Grades 1-12, Adult

Materials: Bowl of M & M Candies.

Implementation Strategies: Tell the students they can take as many M & M candies as they want, but they should be sure there are enough for everyone. After all the students have their M & M's, each person must tell a fact about themselves for each M & M that they have in their hand. These facts can be general information; i.e. how many sisters and brothers, their family pet's name, hobbies, favorite colors, their address, etc.

Issues to be aware of: You can either have each student tell facts about themselves using all their M & M's at once, or take turns telling one fact and go around the group one at a time. These facts do not have to be personal. Just facts about themselves and what they like to do.

Length of time: This takes one or two minutes per student.

Here's a Sweet Idea!

Activity: Getting To Know You

Purpose: Students will increase their communication skills

Audience: Grades 7-12, Adult

Materials: Getting To Know You Worksheet
Pen or Pencils

Implementation strategies: Divide the group into smaller groups of 3-4. Make sure that all groups have the same number of people in them. Give each group a copy of the "Getting To Know You Worksheet." Have them tally their scores as a group for all 10 categories. When they have finished, see which group has the most points. These questions may suggest other areas to you that may be more appropriate for your particular group or occasion.

Issues to be aware of: Try not to put friends in the same group. This activity is designed to acquaint members of the group with each other. This is a good activity to do at one of your first meetings. If you are doing this activity with students under the age of 16, you will have to change question #10.

Length of time: 20 minutes

GETTING TO KNOW YOU
WORKSHEET

Below is a list of typical questions and method of scoring. Answer the questions as a group. The group with the highest score wins the game.

General Questions:

___________1. Counting January as one point, February as two points, March as three points and so on through the calendar year, total the number of birthdays points in your group -- only for months not years.

___________2. Counting one point for each different state named, total the scores for the different number of birth states represented.

___________3. Total all the shoe sizes -- one foot only.

___________4. Total the number of operations everyone in the group has had.

___________5. Total your hair color score: Black counts two; brown counts one; blonde counts three; red counts five.

___________6. Add the total of how many paying jobs each group member has had.

___________7. Total the number of brothers and sisters of each group member.

___________8. Score one point for each activity each group member is involved with at their school.

___________9. Score one point for each office any group member holds for this year.

___________10. Score one point for each group member that has his/her their drivers license. Score two points if they have their own car and it runs!

Activity: An Apple A Day

Purpose: Students will be encouraged to use descriptive language. Students will realize that even though appearances seem the same, everyone and everything has it's unique qualities.

Audience: Grades 7-12, Adult

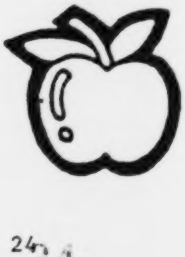
Materials: Apples, you will need one apple for every two students.

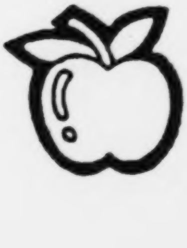
Implementation strategies: Divide your group into pairs. Distribute one apple per pair. Have students examine their apples very carefully and as a pair decide how to describe their apple. Have the group count off one - two. All the "ones" have to go in front of the group and "sell" their apple to the rest of the group. The description should make the audience want to "buy" their apple. After all presentations are made, put all the apples on the table, (in a bowl would be even better). The two's have to find their partner's apple.

Issues to be aware of: You can use this activity as a tie-in with the interviewing process. Explain how an interview is used to "sell yourself" by using positive words and telling your skills and unique features. It is easier for students to learn this technique on an inanimate object instead of themselves. Afterward discuss with the group how outward appearances can be deceiving and if you take the time to get to know someone, you will find that each person has unique and special qualities. Everyone has something that makes them worthwhile.

Modifications: Use rocks that are similar in shape and size. You can make this harder, and vary it even more, by blindfolding the two's. This becomes challenging but increases their use of other senses.

Length of time: Depending on the group size, allow approximately 5 minutes to examine and prepare their selling campaign. Then allow another 5 minutes per student for the presentation and identification.





Activity: Judging By First Impressions

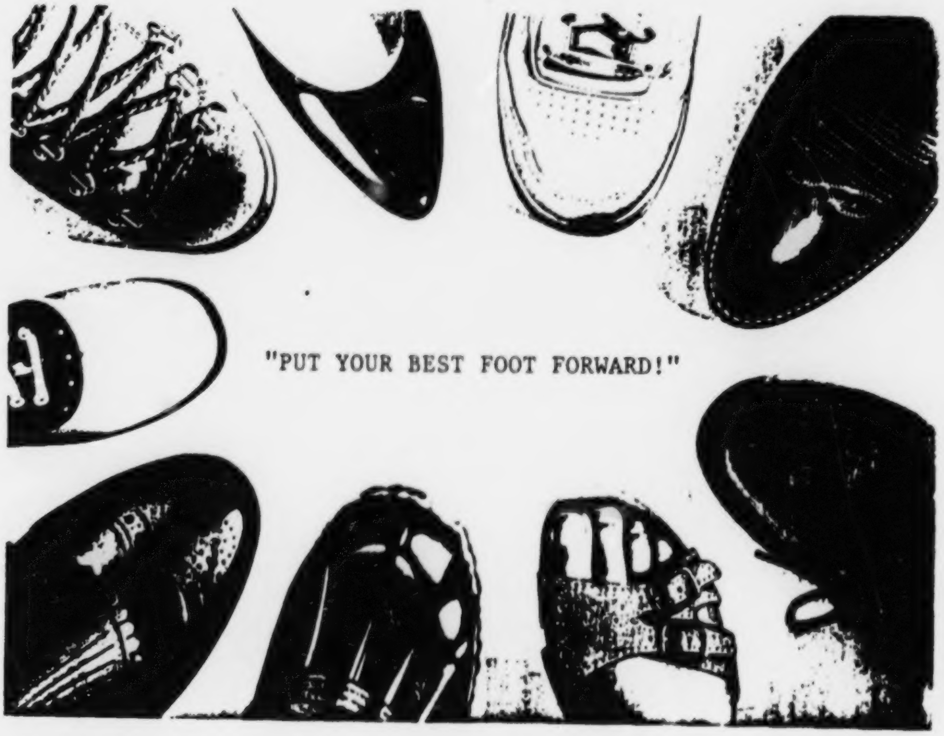
Purpose: Students will understand how important first impressions are especially when interviewing.

Audience: Grades 7-12, Adult

Materials:
Magazine pictures, as per handout directions
Judging by First Impressions Handout
First Impressions Comparison Sheet

Implementation strategies: Divide your group into pairs. Have each student write what they think the person would be like, such as: what the person looks like, thinks, personality, hobbies etc. Each person will write his/her own descriptions and then compare.

Length of time: 20 minutes


"PUT YOUR BEST FOOT FORWARD!"

JUDGING BY FIRST IMPRESSIONS
Handout

Directions:

1. Cut out two pictures per student. One should be of a person that you consider to be a pleasant, likable looking person; the other one should be of a person that is unappealing to you--that might seem unlikely to be a friend.
2. Paste, tape, or glue each picture to the front of a separate sheet.
3. Using the **First Impressions Comparison Sheet**, write down your answers on "You Said" column. Do a chart for each picture.
4. Pair up. Show pictures to your partner without letting your partner see your description. Write down what your partner has to say about the people you have cut out, in the "Partner Said" column.
5. Reverse the situation. Do not let each other see your descriptions until both have looked and described spontaneously.
6. Show each other the descriptions you originally wrote.

For discussion:

1. How did your opinions differ? Use the First Impressions Comparison Sheet that follows to determine the differences.
2. What did this activity suggest?
3. What does it say about how you react to first impressions?
4. What should you remember regarding first impressions when getting ready to begin a job and when working with others? From the perspective of both you and fellow employees?

FIRST IMPRESSIONS COMPARISON SHEET

Picture No.________________

	You said	Partner said
1. Music		
2. Hobbies		
3. Family Life		
4. Food		
5. Clothes		
6. Cars		
7. Leisure Time		
8. Movies/Books/TV		

Picture No.________________

	You said	Partner said
1. Music		
2. Hobbies		
3. Family Life		
4. Food		
5. Clothes		
6. Cars		
7. Leisure Time		
8. Movies/Books/TV		

Activity: Rectangle Activity

Purpose: Students will increase communication and their ability to work efficiently together.

Audience: Grades 7-12, Adult

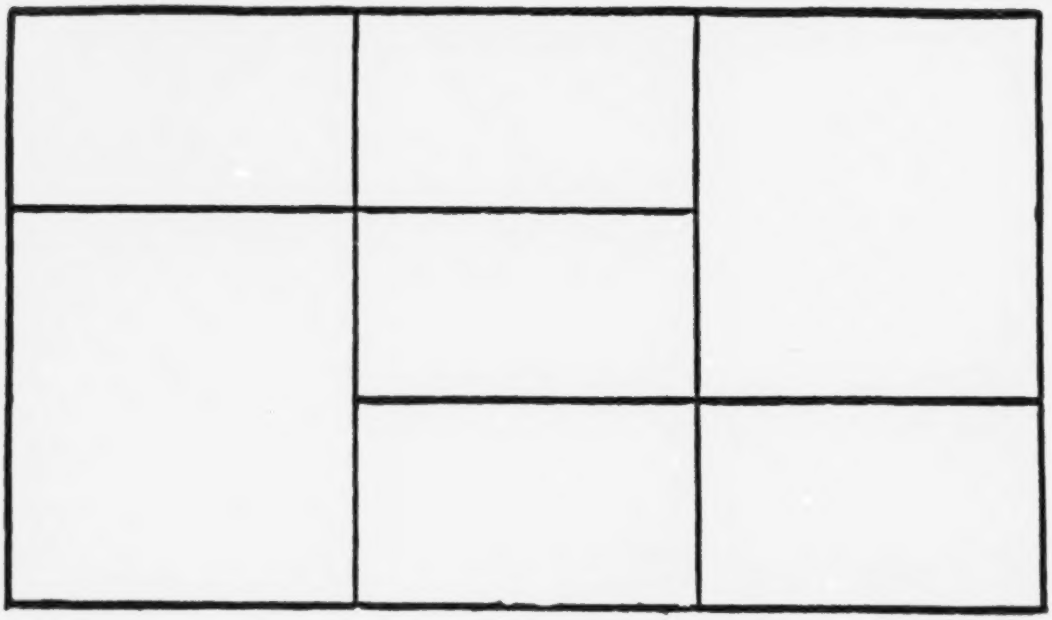
Materials: Rectangle Handout
Rectangle Handout Answer Sheet
Pen or Pencil

Implementation strategies: Break your class into groups of 2 - 4. Give each student a Rectangle Handout. Set a time limit (10 minutes). Each group must find as many rectangles as they can. Each member of the group must be able to identify how they found all the rectangles. You will be calling on one person randomly from each group to identify how many rectangles they found.

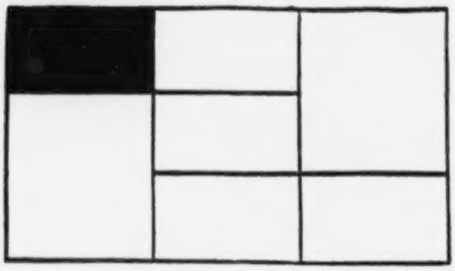
Issues to be aware of: Probably not everyone will be able to find all the rectangles. Finding all the rectangles isn't as important as working together as a group or team.

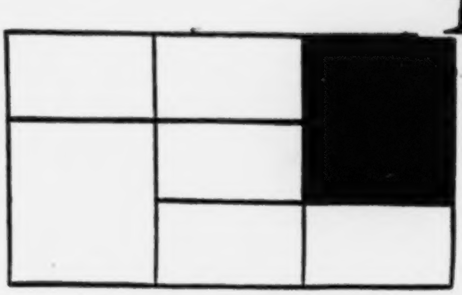
Length of time: 20 - 30 minutes

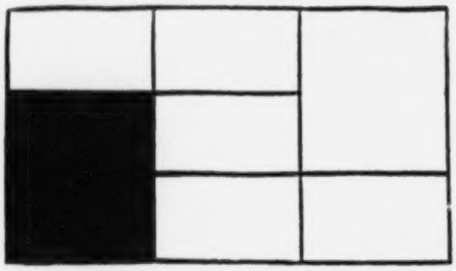
HOW MANY RECTANGLES CAN YOU FIND IN THIS FIGURE?

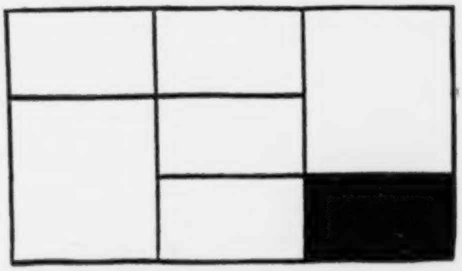


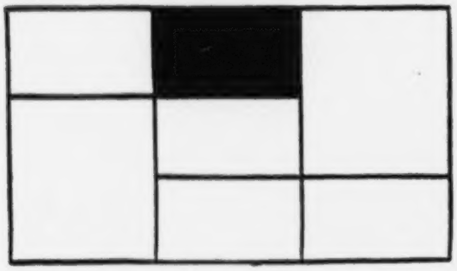
RECTANGLE ACTIVITY ANSWER SHEET

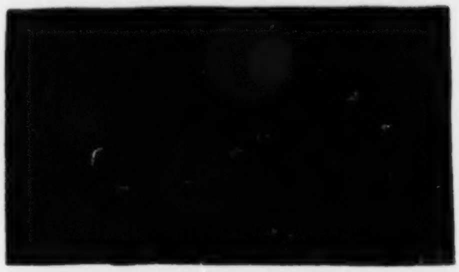


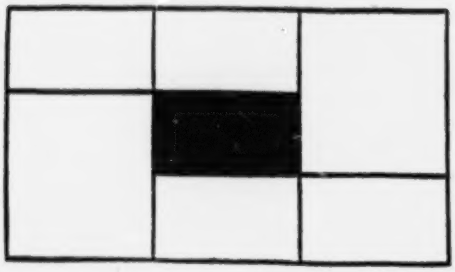


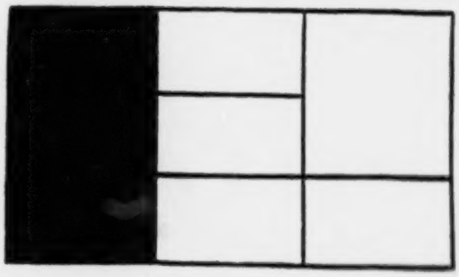


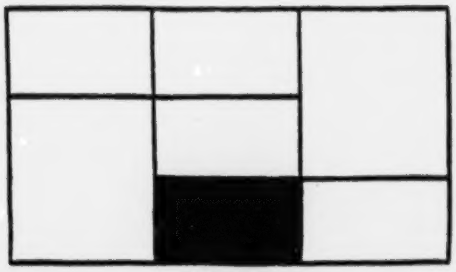


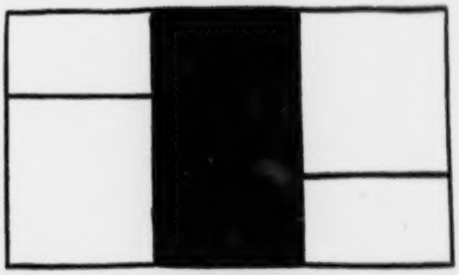




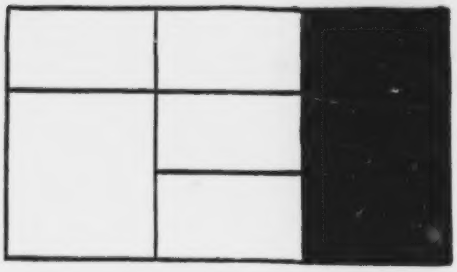


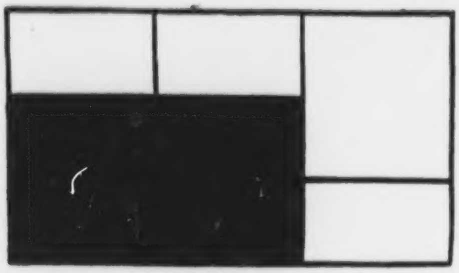


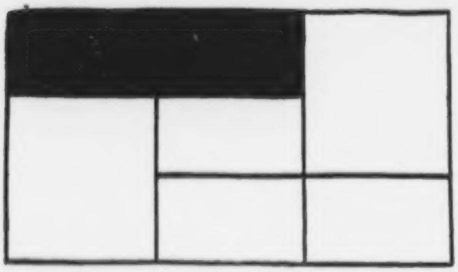


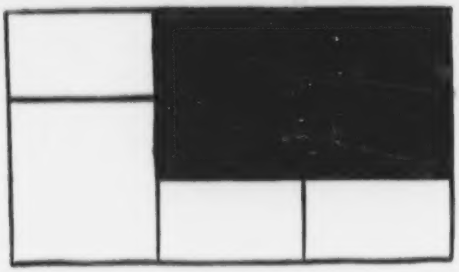


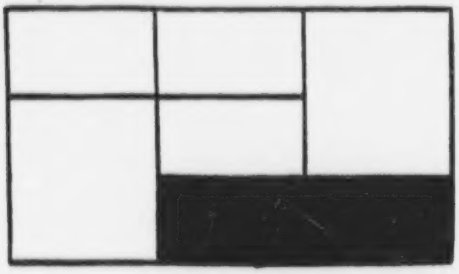
RECTANGLE ACTIVITY ANSWER SHEET

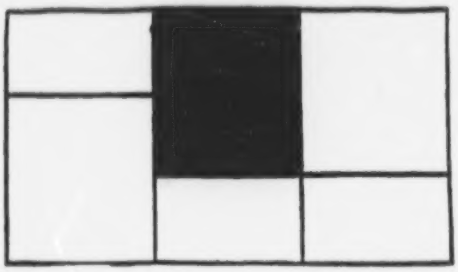


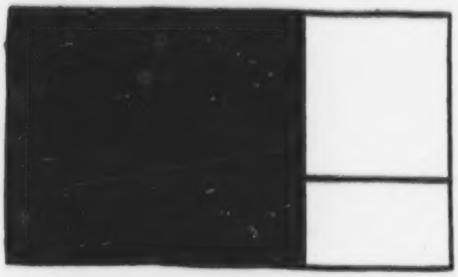


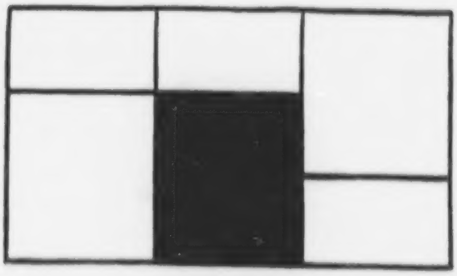


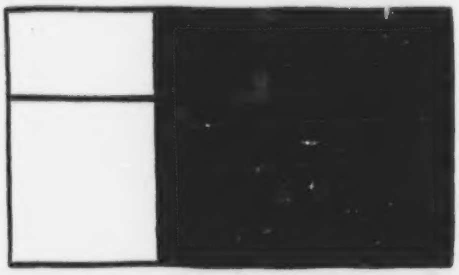












Activity:	Communication Via Phone
Purpose:	Students will be introduced to proper usage of a phone to communicate a message to an employer.
Audience:	Grades 7-12, Adult
Materials:	3 Main Parts of a Message Handout 2 Telephones (either working or toy phones)

Implementation Strategies: Have the students role play different situations, taking turns being the caller and the person called.

Issues to be aware of: Students may feel awkward at first, with practice and everyone participating they will feel more relaxed.

Length of time: 30 minutes, depending on number of students and number of telephones, this activity may take longer to complete.

3 MAIN PARTS OF A MESSAGE

There are 3 main parts to a message: Introduction, message, and a closing. All messages should contain these 3 main components. Use these as a guideline for many situations. Have students role play any of the following situations:

*Call an employer to ask for an interview
*Call your employer because you are sick and will not be into work that day

Introduction: "Hi, my name is ______________, may I speak to __________________ ?"(name of person at company).

Message: "I'm calling about the ad I saw in the Sunday edition of the Cincinnati Enquirer, for the position of____________________".

Closing: "Thank you for your time, I'll see you on __________(repeat day and time) to pick up a application".

****

Introduction: "Hello, this is ______________(your name)".

Message: "I am calling to let you know I won't be able to come in today, because I am sick with the flu. I hope to be in tomorrow, I'll call you as soon as I know for sure".

Closing: Thank You.

Activity: Following Directions

Purpose: Students will see how well they follow directions.

Audience: Grades 7-12, Adult

Materials: 5 minute timed test worksheet
Pens or pencils
1 sheet of paper per student

Implementation strategies: Tell the students you have a test for them to take. They will have 5 minutes to complete this test. They should all have a pen or pencil and a blank sheet of paper. Hand the worksheets out and tell the students to read the directions at the top.

Issues to be aware of: Since students know they are being timed, they are more likely to skip through the directions and go directly to doing what the questions ask for.

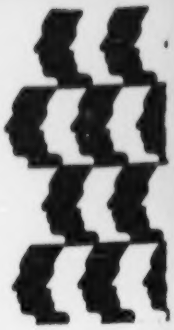
Length of time: 10 minutes, actual test 5 minutes.

FIVE-MINUTE TIMED TEST ON FOLLOWING DIRECTIONS

How well do you follow directions? Follow the directions. You will have five minutes to finish the test. Your instructor will time you. Put your pen or pencil down when you finish.

Wait until your instructor says "go". Then follow the directions exactly. Make sure you have a sheet of paper.

1. Read all directions before doing anything.
2. On a sheet of paper, write your name in the upper right corner.
3. Number from 1 to 6. Leave three blank lines between each number.
4. Put an "X" by number 1.
5. Write today's date by number 3.
6. Count the number of persons in the room. Write the answer by number 4.
7. Write your birth date by number 6.
8. Say your name out loud.
9. Say, "I have reached number 9. I am following directions carefully."
10. Now that you have finished reading, do only what is said in numbers 1 and 2.



Activity: Rock Identification

Purpose: Students will increase ability to work with a partner.

Audience: Grades 7-12, Adult

Materials: Similar rocks, 1 rock per person at least
(i.e. white landscaping rocks)
Blindfold
Rock Handout

Implementation Strategies:

1. Give each student a small rock, ask him/her to study it carefully for a few minutes; noting texture, strange markings, color, weight and so on.
2. Ask students to place all rocks in a pile in the middle of the table, mix them up.
3. Divide the students into small groups and ask each group one at a time to come to the pile to find their stones. They should have 2 minutes to do this. If they are not sure, they should not take a rock.
4. Announce that the group in which all students find their own stones in the time allotted is the winner; actually all groups will probably do this.
5. Return all stones to the pile and ask groups to break up and have everyone choose a partner.
6. Have each pair come to the front of the class, one pair at a time. Each partner has a rock, blindfold one person at a time. The person not being blindfolded describes their rock to their blindfolded partner. The partner then puts the rock back into the pile on the table. The blindfolded partner has to find that rock.
7. The pair can then reverse roles and go through step #6 again.

Issues to be aware of: Rocks should be very similar in size and quality. Ideas for discussion at end of activity:

*Was it easy to pick out your rock in the first part of the activity? Why?
*Did you have a difficult time describing unique qualities of the rock to your blindfolded partner?
*When looking for your partners rock, how did you feel? Why?
*Obviously, this is intended to show more than just our ability to identify rocks. What do you think the purpose of this exercise is?

Length of time: 45 minutes

ROCK HANDOUT

The rock is a symbol of you as a person. Even though all rocks were very similar, there was something so unique about yours that most of you were able to identify it very easily. If this is true of rocks, it is more important to each of us as individuals. We are each totally unique and different, not only physically but in the ways we think, feel, dream, and learn as well as our fears and frustrations. Yet so much of what we do in life seems to be an effort to be like everyone else, limiting our uniqueness. We dress alike, think alike, like the same music, art and so forth. Why?

With a little extra effort, most of you were able to identify your partner's rock. The reason, you cared enough to listen carefully to the description, you recognized the existence of uniqueness and responded to it. Yet in our relationship with one another we seldom do that. We don't really see others; we look through them and beyond them. It is sad but true that, for most of us, people are like shadows or mirages; they all look alike after a while because we don't really look at them. We have to look closely at ourselves and others, respect ourselves and others as unique and beautiful; otherwise our lives become dull and meaningless.

Activity: Eye Contact

Purpose: Students will discover just what information you can learn about a person from looking in their eyes.

Audience: Grades 7-12, Adult

Materials: Eye Contact Worksheet
Eyes cut out of magazines
Pencil or Pen

Implementation Strategies: You will need to cut out enough eyes from magazines so each group has at least 2 sets of eyes. Divide your large group into smaller groups, with 2 - 4 in each group. Each group needs 2 sets of eyes and an Eye Contact Worksheet. Have the group answer the questions on the worksheet. They are to answer questions for person 1 and person 2. Give the groups 5 minutes for each set of eyes. When finished, have a group by group discussion:

- * Do the others agree?
- * Why or why not?

Issues to be aware of: The groups may not be able to come up with the same answers. There are no definite right or wrong answers, it's just to get the students thinking and noticing eyes and their movements.

Length of time: 25 minutes

EYE CONTACT WORKSHEET

Person 1

1. Male - Female ______________
2. Approximate Age ______________
3. Ethnic ______________
4. Color of Hair ______________
5. Length of Hair ______________
6. Do You Think You Would Like This Person? ______________
7. What Emotions Is This Person Showing? ______________
8. Is This A Prominent Person? If So Name Them ______________ ______________

****

Person 2

1. Male - Female ______________
2. Approximate Age ______________
3. Ethnic ______________
4. Color of Hair ______________
5. Length of Hair ______________
6. Do You Think You Would Like This Person? ______________
7. What Emotions Is This Person Showing? ______________
8. Is This A Prominent Person? If So Name Them ______________ ______________

Activity:	What's My Role?
Purpose:	Students will learn how to work together and experience how it feels to be stereotyped.
Audience:	Grades 7-12, Adult
Materials:	Label suggestions handout Project suggestions handout Self adhesive labels Legos or Lincoln logs

Implementation strategies: The students each receive a label with their role typed on it. The role should tell others in the group how they should react to that role. The students themselves do not know what their label says. Break class into small groups (a class of 15 could be 3 groups with 5 roles) and separate the groups so they can't see each others labels. All students in the group start to work on their designated projects with the materials provided. You should treat the people in the group as their label says. For instance, if you are working with the boss of the group, you should agree with everything that person says, you should ask their opinion often. Allow a predetermined amount of time, approximately 15 minutes.

At the end of the time bring all students back together as a class and they should look at the labels on the other students heads to see if they can figure out what their role was. Allow time for discussion and how it felt to be labelled a certain way. Discuss how it felt to be a boss, brain, clown etc. Have the students bring up good and bad points of each role. Discuss how the different roles worked together.

Issues to be aware of: It may be better if the students are given a label that is opposite of their own personality. For example: Someone that is a natural leader may be given the clown role where no one takes them seriously, and laughs and jokes at all their ideas. Relate this activity to how people treat each other at work and how it helps to work together and keep an open mind. Treat others with respect and follow the golden rule.

Length of time: 30-45 minutes

Variation: If your group is not large enough to divide into smaller groups, then after the activity is over, have the labels listed on the board or on a piece of paper to guess which role they were. Feel free to develop your own roles.

LABEL SUGGESTIONS HANDOUT

Role	Treat me
Boss or leader	Agree with everything I say. Ask my opinion.
Nerd	Ignore me, don't listen to me.
Clown or joker	Laugh at everything I do or say.
Brain	Say things like "That was a good idea" or "Wish I had thought of that"
Pretty or Handsome	Flirt with me, but don't take me seriously.

PROJECT SUGGESTIONS HANDOUT

Below are suggestions for your group activities. You may use any of these activities or feel free to think of some of your own. You may also want to combine this with a group art project.

Legos and Lincoln Logs
Give each group approximately the same amount of pieces. Give them a picture or description to go by and have each group build this item, or let them build something using their imagination. See which group can be the most creative.

Straws and straight pins
Give each group the same amount of pieces to work with. See who can build the tallest, fattest, fanciest, longest etc. building.

Some other suggestions for the projects are: sand, popsicle sticks, rocks, toothpicks, clay, play-doh, etc.

Remember the finished product is not as important as how everyone worked together and how it felt to be stereotyped.

Activity:	Individual Thought Versus Group Consensus
Purpose:	Students will work better in a group situation and increase communication skills.
Audience:	Grades 7-12, Adult
Materials:	Individual thought vs. group consensus handout Individual thought vs. group consensus worksheet Individual thought vs. group consensus answer sheet

Implementation strategies: Break students into groups of three or four. Read the story to them. Have the groups answer the questions on the worksheet.

Issues to be aware of: Divide your chalk board into as many sections as you have groups. Number each section 1 - 11 and write the answers that the groups came up with in these sections. See what the consensus is for the entire class. Who had the most correct answers. The group should be able to remember more of the story as a group than they would by themselves. Give that group a reward!

Length of time: 20 minutes

INDIVIDUAL THOUGHT
VERSUS
GROUP CONSENSUS HANDOUT

Story:

A business owner had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

INDIVIDUAL THOUGHT
VERSUS
GROUP CONSENSUS WORKSHEET

Questions:

1. A man appeared after the owner had turned off his store lights. T F

2. The robber was a man. T F

3. The man who appeared did not demand money. T F

4. The man who opened the cash register was the owner. T F

5. The store owner scooped up the contents of the cash register and ran away. T F

6. Someone opened a cash register. T F

7. After the man who demanded the money scooped up the contents of the cash register, he sped away. T F

8. While the cash register contained money, the story does not state how much. T F

9. The robber demanded money of the owner. T F

10. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded the money, and a member of the police force. T F

11. The following events in the story are true: someone demanded money, a cash register was opened, its contents were scooped up, and a man sped away. T F

INDIVIDUAL THOUGHT
VERSUS
GROUP CONSENSUS ANSWER SHEET

Questions:

1.	A man appeared after the owner had turned off his store lights.	TRUE
2.	The robber was a man.	TRUE
3.	The man who appeared did not demand money.	FALSE
4.	The man who opened the cash register was the owner.	TRUE
5.	The store owner scooped up the contents of the cash register and ran away.	FALSE
6.	Someone opened a cash register.	TRUE
7.	After the man who demanded the money scooped up the contents of the cash register, he sped away.	TRUE
8.	While the cash register contained money, the story does not state how much.	TRUE
9.	The robber demanded money of the owner.	TRUE
10.	The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded the money, and a member of the police force.	TRUE
11.	The following events in the story are true: someone demanded money, a cash register was opened, its contents were scooped up, and a man sped away.	TRUE

Activity:	Detecting Stereotypes
Purpose:	Students will become enlightened as to how people are judged, based on a small amount of information.
Audience:	Grades 9-12, Adult
Materials:	Detecting Stereotypes Handout Pen or Pencil

Implementation strategies: In the handout are descriptions of ten different people. From the bit of information given, circle the number which best indicates what sort of person each of the ten are based on a scale of 1 - 5. Discuss how people decide whether they like a person on the little information they know about them. Discuss how we can get to know people better.

Length of time: 20 minutes

DETECTING STEREOTYPES

Directions: Below are descriptions of ten different people. From the information given, circle the number which best indicates what sort of person each of the ten are based on a scale of 1 - 5.

1. Miss Stanford, teacher at Miles Junior High School has taught there for 10 years. She is five feet tall and loves teaching math classes. She probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Lenient	1	2	3	4	5	Strict
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

2. Mr. Smith, 35 years old, the local state highway patrolman, is married, has two children and a dog. He probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Lenient	1	2	3	4	5	Strict
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

3. Brad is a 17 year old high school junior in a city school. He works as a lifeguard every summer, dates every weekend and enjoys cars. He probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Lenient	1	2	3	4	5	Strict
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

4. Amy works as a garbage collector. She is married and has two children. She probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Lenient	1	2	3	4	5	Strict
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

5. Michelle works at the electric power company, is married with three children. She probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Lenient	1	2	3	4	5	Strict
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

6. Beth is a senior at the University of North Carolina. She is 5'5" and loves English classes. She probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Lenient	1	2	3	4	5	Strict
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

7. Mr. Lucas, 35 years old, the local highway street cleaner. is married, has two children and a dog. He probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Lenient	1	2	3	4	5	Strict
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

8. Kevin is a 26 year old high school teacher. He works as a lifeguard every summer, dates every weekend and enjoys cars. He probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Lenient	1	2	3	4	5	Strict
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

9. Timothy works as a tax accountant. He is married and has two children. He probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Lenient	1	2	3	4	5	Strict
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

10. Denny works at the electric company, is married with three children. He probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Lenient	1	2	3	4	5	Strict
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

Activity: Adaptable 'BINGO'

Purpose: Students will increase their communication skills and reinforce elements of a particular theme.

Audience: Grades 7 - 12, Adult

Materials: Blank Bingo card
"Theme" worksheet
Bingo markers

Implementation strategies: This activity can be played by any size group. It can be adapted by changing the "Theme" worksheet to include words or phrases from any topic.

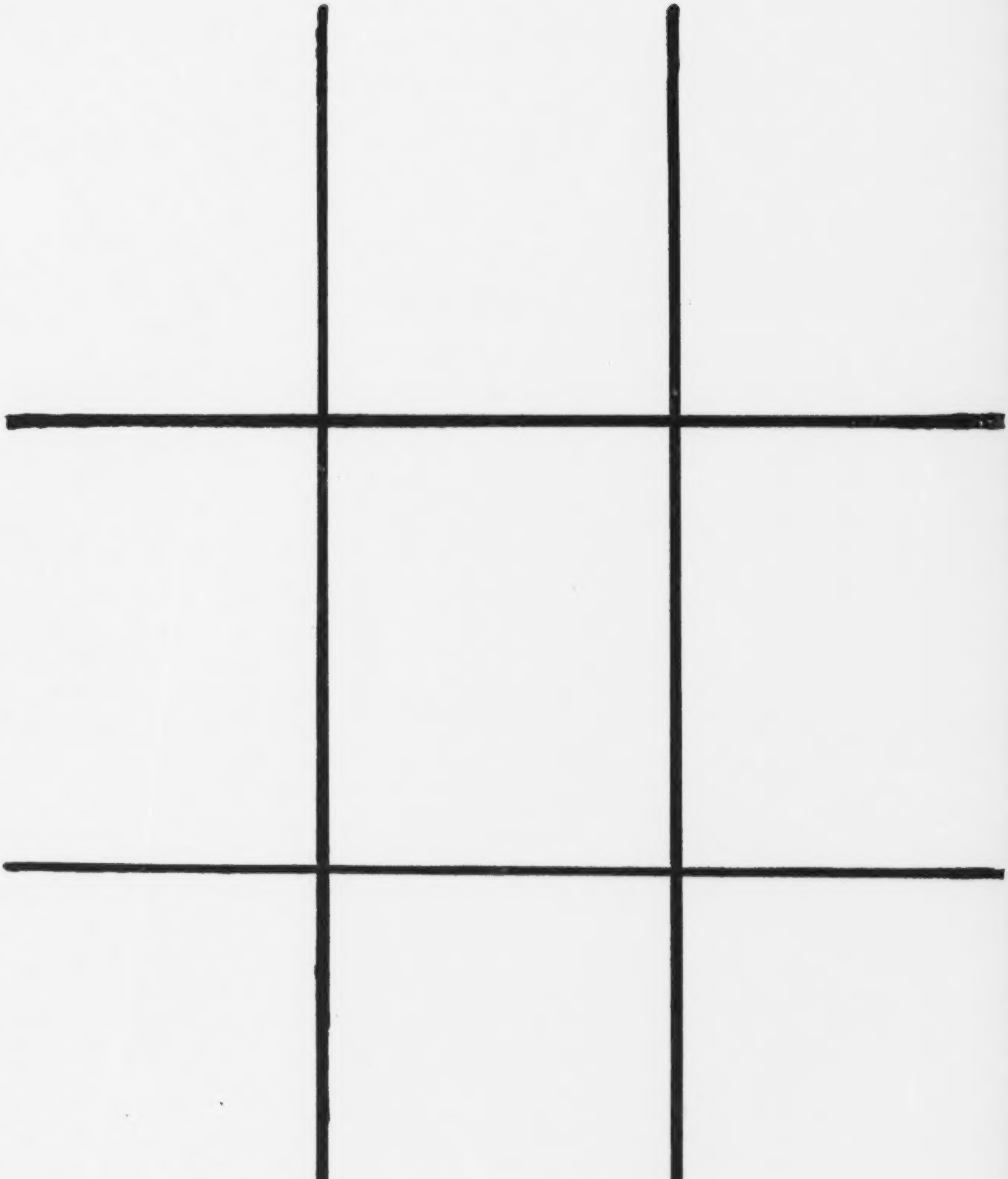
Give each student a blank BINGO card and a "Theme" worksheet. Tell them to choose items from the worksheet and write them on their card. The facilitator or teacher cuts or separates the items from the "Theme" worksheet to use for the 'Calling' pieces.

Give each students some markers. Some ideas for markers are: M & M's, paper clips, buttons, or generic bingo markers.

The facilitator or teacher starts the BINGO calling. Just like conventional BINGO, the games can be: straight line, diagonal, 4-corners, etc. Also, the students who win the game, could be the next caller.

Issue to be aware of: It's good to have some kind of prize for winning a BINGO game. IF prizes are not possible, points can be tallied for each winner. If you are using the 'Money Management' section of this manual, prize 'money' could be added to the student's checkbook.

Length of time: 10 minutes per game



Theme Worksheet
Example 1

"CAREERS"

TEACHER	MACHINIST	PILOT	LAWYER
COMPUTER OPERATOR	NURSE	BAKER	COOK
HAIR STYLIST	CHIROPRACTOR	CARPENTER	SECRETARY
BANKER	CASHIER	DENTIST	LANDSCAPER
SALESPERSON	AUTO MECHANIC	ADMINISTRATOR	DOCTOR
MEAT PROCESSOR	FLIGHT ATTENDANT	BARBER	PHYSICAL THERAPIST
ENGINEER	FARMER	COUNSELOR	RESTAURANT SERVICE
COMPUTER PROGRAMMER	ACTOR/ACTRESS	MUSICIAN	CHILD CARE PROVIDER

"SELF ESTEEM"

Theme Worksheet
Example 2

I AM HAPPY	I LISTEN TO OTHERS	I LIKE MY TEACHERS	I AM FRIENDLY
I HELP OTHERS	I LIKE TO BE OUTDOORS	I AM KIND TO OTHERS	I LIKE TO PLAY BASEBALL
I AM KIND TO OTHERS	I HAVE SELF-DISCIPLINE	I WORK WELL WITH OTHERS	I EAT A HEALTHY DIET
I HAVE GOOD COMMUNICATION SKILLS	I LIKE TO USE A COMPUTER	I SMILE A LOT	I ORGANIZE MY TIME
I AM ENTHUSIASTIC	I AM ENERGETIC	I AM A GOOD STUDENT	I AM A POSITIVE PERSON
I AM CREATIVE	I AM SELF-MOTIVATED	I HAVE GOOD HYGIENE	I HAVE CONFIDENCE
I AM HONEST	I AM SELF-MOTIVATED	I LIKE MUSIC	I LIKE TO PLAY FOOTBALL
I LIKE TO PLAY SOCCER	I DO NOT SMOKE	I CAN SOLVE PROBLEMS	I LIKE TO READ

Theme Worksheet

Activity: Adaptable "FAMILY FEUD"

Purpose: Students will review things they have learned from previous activities.

Audience: Grades 7 - 12, Adult

Materials: Chalkboard, overhead projector, or flip chart
"FAMILY FEUD" Sample category list

Implementation strategies: Divide the group into smaller groups of 5 or 6 per group. Assign each group a team name. (Color names work well) Using the category list, read the question and begin by asking the first group to answer. As long as they are answering correctly, they continue playing. When they answer wrong or cannot answer, the game is passed to the next team. The facilitator should write the responses on a chalkboard, overhead, or flip chart so everyone can see. Points can be added for each correct answer and a bonus of 5 points for the team to complete the round. Be careful that each team has an equal number of opportunities to answer.

The items on the category list can be adapted to any topic or theme. (It does not necessarily have to be a survey, as in the TV "FAMILY FEUD".)

Issues to be aware of: This can be a very fast paced game. It is probably best to have at least ten different rounds of questions available to use.

Length of time: 20 - 30 minutes

"FAMILY FEUD" - Sample Category List #1

NAME 6 THINGS THAT DESCRIBE A PERSON WITH A POSITIVE ATTITUDE:

(These are some answers; facilitator use judgement on others that could apply correctly)

Smiles a lot
Almost never complains
Can see the other person's point of view
Admits mistakes
Willing to change
Does not criticize others
Works well with others
Helpful to others
Has many interests

NAME 6 THINGS YOU WRITE ON A CHECK:

Date
Payee
Money amount (numbers)
Money amount (words)
Signature
Memo

"FAMILY FEUD" - Sample Category List #2

NAME 7 THINGS THAT SHOULD BE ON A RESUME:

- Name
- Address
- Phone
- Education
- Objective
- Work history
- References

NAME 10 OF THE TOP OCCUPATIONS PROJECTED TO HAVE THE HIGHEST NUMERICAL GROWTH IN THE 90'S: (20 listed)

- Retail salespersons
- Registered nurses
- Cashiers
- Nursing aides
- General office clerks
- General managers and top executives
- Fast food restaurant workers
- Sales supervisors
- Truck drivers
- Teachers, grades 9 - 12
- Computer systems analysts
- Janitors
- Licensed practical nurses
- Accountants and auditors
- Child care workers
- Teachers, grades 1 - 8
- Computer programmers
- Carpenters
- Physicians
- Financial managers

FAMILY FEUD - CATEGORY LIST

Activity: PUZZLE Solving with Partners

Purpose: Students will explore the nature of VERBAL instructions only, with no eye contact.

Audience: Grades 7 - 12, Adult

Materials: Posterboard for puzzle pieces
Puzzle pattern

Implementation strategies: Make extra copies of your puzzle pattern. Then cut out the puzzle pieces, and trace the pieces onto a posterboard or heavier paper. Distinguish 'front' and the 'back' of the pieces. Make as many sets of puzzle pieces as you have pairs in your group, and put each set in a plain envelope.

Organize the group in pairs. Each pair sits back-to-back. (It's easier to sit on the floor, if possible.) One partner is the 'instructor' and the other is the puzzle 'assembler'. Give the 'instructor' the puzzle pattern sheet and give the 'assembler' the unsolved puzzle pieces. The 'instructor' VERBALLY instructs the 'assembler' the steps to solve the puzzle, while he/she is looking at the puzzle pattern sheet. The 'assembler' CANNOT ask any questions, but may answer only yes or no to the 'instructor. The partners may have no eye contact. Also be sure partners cannot see other partners' puzzle patterns. The first pair to complete the puzzle, WINS!

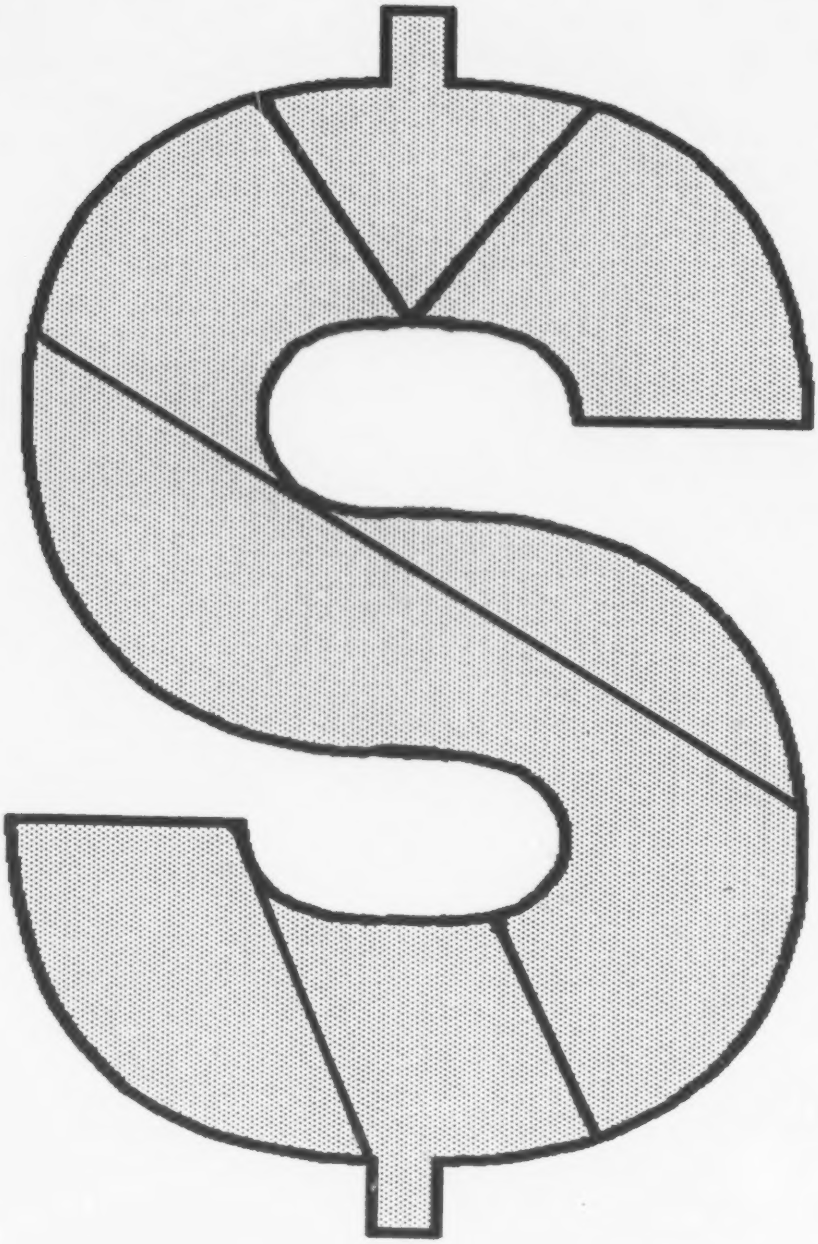
In review of the activity, discuss the problems in solving the puzzle and the type of instructions that were most helpful and why.

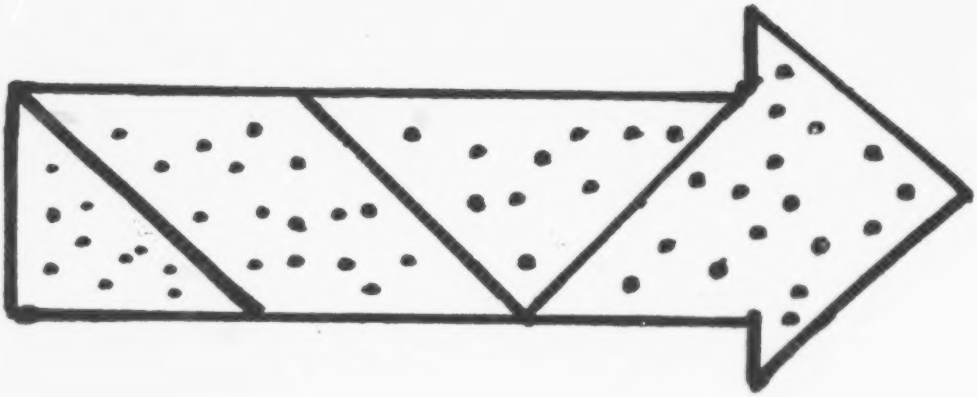
Issues to be aware of: Don't allow the students to become too frustrated if they are not solving the puzzle. If they are having a difficult time solving the puzzle, here are some hints for the 'instructor':

*State the overall completed picture and shape of the puzzle.
*Give instruction in a logical sequence. For example: start with the largest piece, next largest, & son on
*Establish a system of orientation, using a clock face, a map, up/down, left/right, etc.

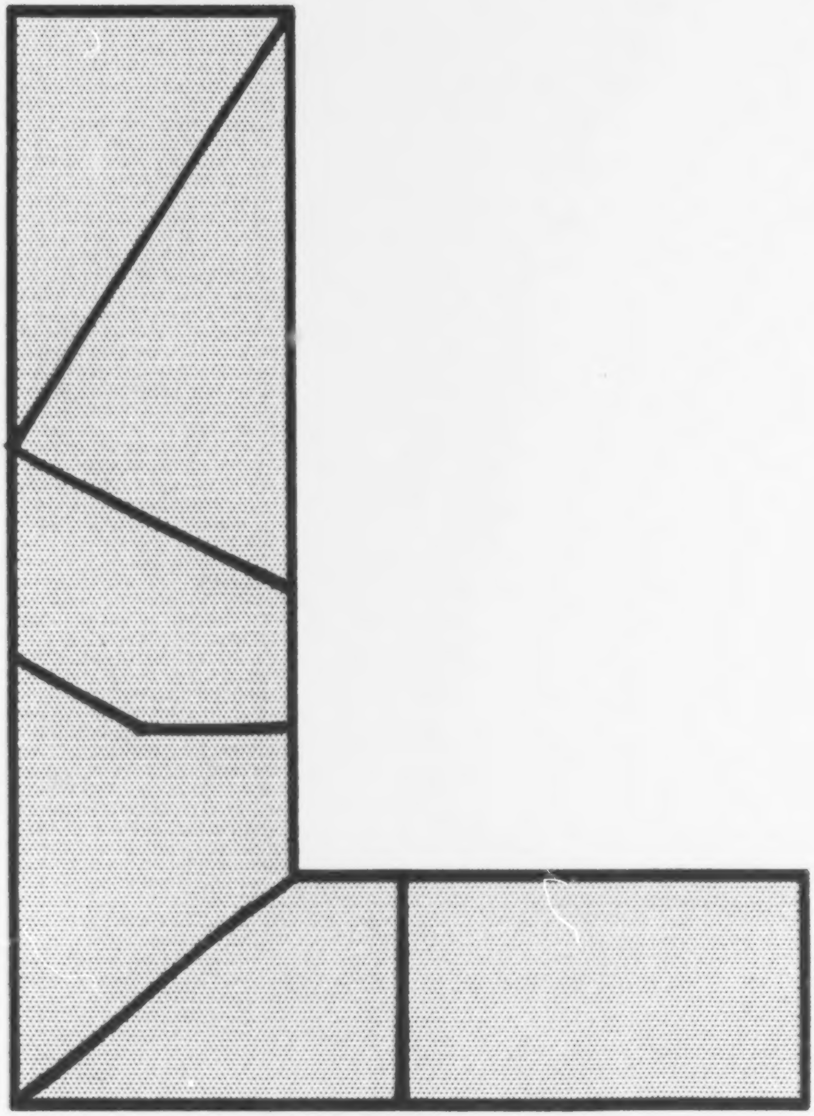
Length of time: Allow 20 minutes maximum

Pattern #1





Pattern #3



Activity: Birthday Line Up

Purpose: Students will learn to communicate without talking.

Audience: Grades 7 - 12, Adult

Materials: None

Implementation strategies: Tell the students to line up; either in a circle or in a straight line, in the order of their birthday (month & day) - **WITHOUT TALKING!** Hand or eye language can be used, but NO WRITING or LIP MOVEMENT.

When everyone in order, have them call out their birthday. Correct any wrong order. When they are lined up correctly, discuss the process of communicating. Did any one person assume the leadership? Did anyone use actual sign language? Was it frustrating not being able to talk?

Issues to be aware of: This is a good activity to do after the group has been sitting and doing paperwork for a long time. It doesn't take very much time, so it is also a food communication 'filler' activity. Also, instead of Birthday order, they could line up in alphabetical order or height or length of hair. Any size group can participate in this activity.

Length of time: 10 - 15 minutes

JOB SEARCH

JOB SEARCH

Searching for a job contains many important steps. It begins with a self search: "What do I want to do on a job?", "What are my strengths?", "What are my limitations?", "Where would I like to work?" and many other questions.

The job search should be very organized and methodical. Use all your possible resources. Word of mouth is often the most productive way to network and find a job. Ask your students to design their own "Job Contact" sheet to keep track of companies they have called and the employment results.

Some of the activities in this section will help students made decisions about the type of work they want to look for, whether they want to work indoors or out, whether they like to work alone or with other people, etc.

The activities in this section are more tedious and some require writing and researching information. Students often find this boring! This is a good place to add a self esteem activity or another "hand-on" lesson. Written and verbal communication skills are crucial to succeeding the job search process. Additional writing and speaking lessons may have to added according to the skill level of your students. Many activities should be repeated until the students feel comfortable with the process. For example, calling an employer to set up an interview could be role-played several times before the necessary skills are in place to make the actual call.

Skills learned in this section will not only help the students gain employment, but possibly change jobs independently throughout their career.

Activity: Job Club Information Sheet

Purpose: Students will give you necessary and important information, so you will be able to better help them with the job search process.

Audience: All Job Club Members

Materials: Job Club Information Sheet
Pen or Pencil

Implementation strategies: Have students fill out the personal information sheets. Keep this information on file for future reference.

Issues to be aware of: It is best to have this filled out at one of the first Job Club meetings.

Length of time: 10 minutes

Variations: If you are not working in a Vocational School you may need to revise this form to suit your needs.

JOB CLUB INFORMATION SHEET

Date______________________________

Name____

Address____

City________________________ State_________ Zip Code_________

Phone Number____

Date of Birth______________________________ Age______________

Vocational Program____

Home School____

Do you have a drivers license? Yes___________ No___________

Do you have a car? Yes________________ No_________________

If no, do you have access to one? Yes_________ No_________

Are you presently working? Yes_____________ No_____________

Where?____

How long have you been on this job?_____________________________

Hourly Wage____________________ Benefits______________________

Previous employment:

Name____

How long on that job?____

Name____

How long on that job?____

Hobbies____

____

Why did you choose your vocational program?_____________________

____

What are your plans after you graduate?_________________________

____

Activity: Values Worksheet

Purpose: Students will prioritize their values when looking for a job.

Audience: Grades 9-12, Adult

Materials: Values Worksheet
Pen or Pencil

Implementation Strategies: Ask the students to look at the 7 different headings on the Values Worksheet. Put number 1 - 7 before them; 1 being the most important, 7 the least important. When students are finished ranking, read through the 7 paragraphs with the students, so they can see what types of employment to look for or to stay away from.

Issues to be aware of: Some students may feel uneasy revealing their answers. You may want to have them complete worksheet without revealing their answers. Great activity for students thinking about their future.

Length of time: 15 minutes without discussion, 25-30 minutes with discussion.

VALUES WORKSHEET

Directions: Look at the values listed below. Which are most important to you? Put number 1 - 7 before them; 1 being the most important, 7 the least important.

_____Earning a Lot of Money

_____Raising a Family

_____Having a Lot of Friends

_____Being Proud of Your Life

_____Helping Other People

_____Having Good Health

_____Being a Religious Person

Earning a Lot of Money. Will you need a lot of money to live the way you dreamed? If so, you will place a high value on earning a lot of money. If you dream about a simple life, money may not be so important.

Helping Other People. Do you like to do things for others? Helping others is very important to some people. On some jobs you can be very helpful to others. Many people help very young or very old people in their free time.

Raising a Family. Do you want to have children? Most people do. If a family is important to you, think about it when you set your career goals.

Good Health. Most people like good health. How important is your health to you? Do you take great care to stay healthy? If your health is important to you, you will not want to do some kinds of work. Some jobs are more dangerous to your health than others. Workers on some jobs breathe dangerous fumes or dust. On some jobs, workers must lift or carry heavy things. After a few years, some kinds of work will cause health problems.

Having a Lot of Friends. Do you like most people? Do you need to have a lot of friends? Some people do. Some do not. Most people need at least one or two good friends. They may be members of your own family. Family members should be good friends. After you are out of school, you will meet people on your job. Some of these people may become your best friends.

Being a Religious Person. Are you a religious person? If this is important to you, you may not want some jobs. You may not want to work on the days you attend religious services. Some people do not like to work where alcohol is sold or used. Others do not like to work where vulgar language is used.

Being Proud of Your Life. Most happy people are proud of their lives. They take pride in their work. They enjoy what they do in their free time. You will want your parents to be proud of you. If you are not proud of your own life, you cannot expect others to be proud of you. Being proud of how you do your job is very satisfying. It carries over into other parts of you life. It makes you a happier person at home, too.

Activity:	Which Job For You And Why?
Purpose:	Students will be encouraged to examine their likes and dislikes pertaining to the work world.
Audience:	Grades 7-12, Adult
Materials:	Which job for you and why? Worksheet Which job for you and why? Handout Pen or pencil

Implementation strategies: Discuss with the students about finding a career that will make them happy according to their values and personal needs.

Issues to be aware of: Some students may need further explanation of the terms and meanings.

Length of time: 20 - 30 minutes

WHICH JOB FOR YOU AND WHY?
WORKSHEET

Fill in the blanks with a simple check mark to show if a given aspect of a job is not important, so-so important or very important.

	Not Important	So-So Important	Very Important
1. Indoors	________	________	________
2. Outdoors	________	________	________
3. Pleasant people	________	________	________
4. Lots of different things to do	________	________	________
5. Excellent pay	________	________	________
6. Excellent Benefits	________	________	________
7. Security	________	________	________
8. Vacations	________	________	________
9. Prestige position	________	________	________
10. Physically demanding	________	________	________
11. Intellectually demanding	________	________	________
12. Adventuresome	________	________	________
13. Independence	________	________	________
14. Creative things to do	________	________	________
15. Repetitive work	________	________	________
16. Lots of power	________	________	________
17. Middle income	________	________	________
18. Early retirement	________	________	________
19. Able to be alone	________	________	________
20. ________?________	________	________	________

**On the back of this worksheet, write a three sentence discussion of those characteristics of a job that are very important to you.

WHICH JOB FOR YOU?
WORKSHEET

WHY THIS JOB?	Typical jobs that offer this reward
1. Indoors	Most service related jobs except obviously outdoor activities take place indoors, like restaurants, offices, malls, supermarkets, factories, assembly plants and so on.
2. Outdoors	Construction, surveying, forestry, power and telephone maintenance, landscape and farm work.
3. Pleasant People	Totally depends on specific situations.
4. Lots of different things to do	Most professions, from public relations to small industry of various items, police work to education, small crafts, small businesses.
5. Excellent Pay	Most professions and large businesses if one is performing a management role; high level sales, legal, technical, entertainment and professional athletics, insurance & medicine.
6. Excellent Benefits	Most major businesses, schools, Civil Service jobs such as Postal Service, City, County, State and Federal positions have benefit programs.
7. Security	Most Governmental positions related to Civil Service examinations that are not on "soft money." Major businesses that have employed you for many years (fifteen or more).
8. Vacations	Best in education but also in government jobs.
9. Prestige	Medicine, Law, Technical. Entertainment, Educational...any job demanding high level of skill.
10. Physically demanding	Firemen and Policemen positions, forestry, construction, mining, athletics, farming, work with animals, occupational/physical therapy, etc.
11. Intellectually demanding	Most technical positions, professional jobs, from public relations, finance, health and the construction trades demand intelligence.
12. Adventuresome	Many sales jobs, entertainment, travel, police and/or investigative, construction, foreign travel or "entrepreneur" activities.

13.	Independence	The field is wide open for people who want to be consultants or open small businesses of their own.
14.	Creative	The fine arts, entertainment, carpentry, writing; most fields actually encourage creativity.
15.	Repetitive	Routine typing and filing, assembly, cashier jobs, restaurant work.
16.	Lots of power	Law, politics, medicine, construction, finance.
17.	Middle income	Most professions and businesses where one has to have high skill but not necessarily be a manager. Usually service or technical in nature.
18.	Early retirement	Police, fire and armed service employment.
19.	Able to be alone	Forestry, trucking, laboratory technician, night watchmen or security generally, research or library, farming.

Activity: Reading Want Ads

Purpose: Students will be acquainted with abbreviations used in want ads.

Audience: Grades 9-12, Adult

Materials:
Help Wanted Abbreviations Handout
Help Wanted Abbreviations Worksheet
Help Wanted Abbreviations Answer Sheet

Implementation Strategies: The Help Wanted Abbreviations handout should be given to the students first. Let the students try to guess the meanings of the abbreviations. After students have had a chance to look these over, give them the Help Wanted Abbreviations Worksheet, have them now fill in the blanks of the worksheet with the correct abbreviation.

Issues to be aware of: Divide your group into pairs of two or three for this activity. Have the students look through the newspaper want ads to see if they can find some of these abbreviations, or you may want to highlight some of them for the students.

Length of time: 15 minutes

HELP WANTED ABBREVIATIONS HANDOUT

Some help wanted ads in the newspaper contain abbreviations. Do you know what the abbreviations mean?

a.m.
EEO
V.P.
HS
Ave.
M or K
E.
approx.
mfg.
Emp. Agy.
w.p.m.

p.m.
Co.
N.
wk.
sal.
med.
hr.
appt.
Bfts.
Blvd.
asst.

wtd.
Rd.
tech.
S.
lic.
immed.
R.N.
W.
req.
St.
adv.

M/F
P.O. Box
equip.
yr.
C.P.A.
Dept.
F/pd
min. exp.
s/h
ref.
L.P.N.

HELP WANTED ABBREVIATIONS WORKSHEET

evening____________

East____________

approximately____________

West____________

morning____________

Post Office Box____________

million or thousand____________

medical____________

appointment____________

reference____________

words per minute____________

Boulevard____________

High School____________

required____________

Certified Public Accountant____________

company____________

year____________

minimum experience____________

Registered Nurse____________

male/female____________

street____________

shorthand____________

Avenue____________

road____________

equipment____________

Licensed Practical Nurse____________

North____________

week____________

benefits____________

Vice President____________

department____________

hour____________

salary____________

manufacturing____________

Equal Employment Opportunity____________

assistant____________

Fee paid____________

South____________

wanted____________

advertising____________

technician____________

Employment Agency____________

immediate____________

licensed____________

HELP WANTED ABBREVIATIONS ANSWER SHEET

evening	p.m.	company	Co.	department	Dept.
East	E.	year	yr.	hour	hr.
approximately	approx.	minimum experience	min. exp.	salary	sal.
West	W.	Registered Nurse	R.N.	manufacturing	mfg.
morning	a.m.	male/female	M/F	Equal Employment Opportunity	EEO
Post Office Box	P.O. Box	street	St.	assistant	asst.
million or thousand	M or K	shorthand	s/h	Fee paid	F/pd
medical	med.	Avenue	Ave.	South	S.
appointment	appt.	road	Rd.	wanted	wtd.
reference	ref.	equipment	equip.	advertising	adv.
words per minute	w.p.m.	Licensed Practical Nurse	lic.	technician	tech.
Boulevard	Blvd.	North	N.	Employment Agency	Emp. Agy.
High School	HS	week	wk.	immediate	immed.
required	req.	benefits	Bfts.	licensed	lic.
Certified Public Accountant	C.P.A.	Vice President	V.P.		

Activity:	How Not To Fill Out An Application
Purpose:	Students will be shown how not to fill out an application.
Audience:	Grades 7-12, Adult
Materials:	Incorrectly Filled Out Application - Handout Incorrectly Filled Out Application - Answer Sheet

Implementation strategies: Have the students circle the wrong or missing items on the application.

Issues to be aware of: Students may find this difficult to do on their own. It is best if students work on this activity in small groups. If students have a difficult time understanding, you may need to use an overhead to show students the errors.

Length of time: 30 minutes

Harrison Shoe Company
P.O. Box 633
Littleton, Nowhere 00006

INCORRECTLY COMPLETED JOB APPLICATION FORM

Full Legal Name Carol Ann Blue

Street Address 601 Main Streat St. Louis, MO

Telephone Number 321-0000 S.S. No. 492-22-000

Date of Birth 4-22 Place of Birth St. Louis

Height 5' 6" Weight 125 lbs. Health

EDUCATION

Vocational - Technical School
Name Good Vocational School Address Kansas City

Dates of Attendance 1986-1988

Vocational Program Child Care Vocational Certificate? yes

High School
Name Brown High School Address Kansas City, MO

Dates of Attendance August 1984 - June 1986

Subject Studied Diploma? yes

Elementary School
Name Jackson Elementary School Address

Dates of Attendance August 1980 - June 1984

WORK EXPERIENCE (Most recent first)

Name of Employer Dairy Queen

Address 000 Sunlight Avenue

Supervisor's Name Mrs. Smith Dates of Employment Last Summer

Duties Waitress

Reason for Terminating Employment Tired of working

Name of Employer Little Preschool

Address 111 Look Avenue, St Louis

Supervisor's Name ______ Dates of Employment Last Winter

Duties Child Care Attendant

Reason for Terminating Employment Moved

REFERENCES (Do not use Relatives)

Name Aunt Mary Mavis Phone 33-1611

Address 689 Here Blvd. City Job Title ______

Name Mr. Tom Later Phone 1111-46

Address 21 Worship Street Job Title 1111-46

Name John Blue Phone 321-0000

Address 601 Main Street, St. Louis Job Title Retired

Signature ______ **Date** ______

Harrison Shoe Company
P.O. Box 633
Littleton, Nowhere 00006

INCORRECTLY COMPLETED JOB APPLICATION FORM
ANSWER SHEET

Full Legal Name Carol Ann Blue

Street Address 601 Main Streat St. Louis, MO ZIP

Telephone Number 321-0000 S.S. No. 492-22-000_

Date of Birth 4-22 __ Place of Birth St. Louis

Height 5' 6" Weight 125 lbs. Health

EDUCATION

Vocational - Technical School
Name Good Vocational School Address Kansas City STATE

Dates of Attendance 1986-1988 MONTHS ?

Vocational Program Child Care Vocational Certificate? yes

High School
Name Brown High School Address Kansas City, MO

Dates of Attendance August 1984 - June 1986

Subject Studied Diploma? yes

Elementary School
Name Jackson Elementary School Address

Dates of Attendance August 1980 - June 1984

WORK EXPERIENCE (Most recent first)

Name of Employer Dairy Queen

Address 000 Sunlight Avenue

Supervisor's Name Mrs. Smith Dates of Employment Last Summer

Duties Waitress

Reason for Terminating Employment Tired of working

Name of Employer Little Preschool

Address 111 Look Avenue, St Louis

Supervisor's Name Dates of Employment Last Winter

Duties Child Care Attendant

Reason for Terminating Employment Moved

REFERENCES (Do not use Relatives)

Name Aunt Mary Mavis Phone 33-1611

Address 689 Here Blvd. City Job Title

Name Mr. Tom Later Phone 1111-46

Address 21 Worship Street Job Title 1111-46

Name John Blue Phone 321-0000

Address 601 Main Street, St. Louis Job Title Retired

Signature **Date**

Activity: Personal Information Form

Purpose: Students will gather the information that is required on job applications and fill in the Personal Information Form.

Audience: Grades 9-12, Adult

Materials: Personal Information Form
Pencil

Implementation strategies: Students should fill in the blanks on the personal information form. They should first fill in blanks in using pencil. If student's handwriting is not neat, they should make a final copy using pen or typewriter. Explain to the students that it is OK to take this with them as a guide whenever they go to fill out applications.

Issues to be aware of: If students do not have good handwriting or spelling, you may want to take their rough copies and type their final copy for them. When copying the personal information form for your students, you can copy it front and back. Students may need to take their rough copy application home to have parents help them complete it.

Length of time: 60 - 90 minutes for both rough and final copies if information is all known.

PERSONAL INFORMATION FORM

This information form is for your own personal reference. Take it with you when you are filling out an application. Make your answers as complete as possible. Do not leave any lines blank.

Full Legal Name ______________________________

Street Address ______________________________

Telephone Number ________________ S.S. No. ____________

Date of Birth ________________ Place of Birth ____________

Height __________ Weight __________ Health __________

EDUCATION

Vocational - Technical School
Name ________________________ Address ______________

Dates of Attendance ______________________________

Vocational Program ________________ Vocational Certificate? ____

High School
Name ________________________ Address ______________

Dates of Attendance ______________________________

Subject Studied ________________ Diploma? ____________

Elementary School
Name ________________________ Address ______________

Dates of Attendance ______________________________

WORK EXPERIENCE (Most recent first)

Name of Employer ______________________________

Address ______________________________

Supervisor's Name ______________ Dates of Employment ____________

Duties ______________________________

Reason for Terminating Employment ______________________

Name of Employer____

Address____

Supervisor's Name___________________ Dates of Employment______________

Duties____

Reason for Terminating Employment_____________________________________

REFERENCES (Do not use Relatives)

Name_____________________________________ Phone_________________________

Address__________________________________ Job Title_____________________

Name_____________________________________ Phone_________________________

Address__________________________________ Job Title_____________________

Name_____________________________________ Phone_________________________

Address__________________________________ Job Title_____________________

Activity: Applications (The Window To You)

Purpose: Students will be more familiar with all types of job applications and therefore feel more comfortable when filling out actual job applications.

Audience: Grades 9-12, Adult

Materials:
Blank Generic Applications
Completed Personal Information Form
Pen

Implementation Strategies: Give students a blank application to complete. They can use their Personal Information Form to help them complete the questions.

Issues to be aware of: Some students may need assistance with different types of in applications. To make this activity more enjoyable, you may want to combine it with a game activity. Only have students fill out one application periodically, otherwise they will get bored.

Length of time: 30 minutes per application

Prime 'n Wine

Frisch's

Hardee's

Quality Hotel

FORM 25

FOR USE AS STUDENT PRACTICE ONLY
PLEASE DO NOT SHARE WITH OTHER RESTAURANTS

FRISCH'S RESTAURANTS, INC
2800 GILBERT AVENUE, CINCINNATI, OHIO 45206
APPLICATION AND ALERTNESS INDEX

NAME ____________________ SS# ____________
LAST FIRST MIDDLE

ADDRESS ______________________________
NUMBER STREET CITY STATE ZIP-CODE

PHONE ____/____________ PREVIOUS ADDRESS ____________

JOB DESIRED ________ PREFER DAYS ______ NIGHTS ______ DATE AVAILABLE ________

DO YOU WANT FULL TIME ______ PART TIME ______ SUMMER EMPLOYMENT ______

WILL YOU BE OR ARE YOU ATTENDING SCHOOL? ____________

LAST GRADE COMPLETED? ________ ARE YOU UNDER 18 YEARS OF AGE? ______

HAVE YOU EVER BEEN EMPLOYED BY FRISCH'S? ____________

IF SO, WHEN AND WHERE? ____________

HOW WERE YOU REFERRED TO THIS COMPANY? ____________

ARE YOU A U. S. CITIZEN OR HAVE A WORK VISA? ____________

HAVE YOU EVER BEEN CONVICTED OF A CRIME? ______ IF YES, PLEASE EXPLAIN ______

FAILURE TO LIST
PREVIOUS FRISCH'S EMPLOYMENT
IS GROUNDS FOR DISMISSAL

EMPLOYMENT RECORD

PLEASE COMPLETE IN DETAIL STARTING WITH YOUR PRESENT OR LAST EMPLOYER, ALL JOBS FOR THE LAST TEN YEARS INCLUDING SUMMER AND PART TIME JOBS. IF YOU NEED ADDITIONAL SPACE, PLEASE ATTACH SHEET OF PAPER. (INCLUDE POSITIONS WITH FRISCH'S, KIP'S, ROY ROGERS, HARDEE'S, PRIME 'N WINE, AND QUALITY HOTEL)

MAY WE CONTACT YOUR PRESENT EMPLOYER? ____________

1. ____________
COMPANY NAME ADDRESS CITY STATE ZIP-CODE

____
JOB TITLE MANAGER/SUPERVISOR'S NAME

____
DATE STARTED/ENDED SALARY STARTING/ENDING

____
REASON FOR LEAVING

NAME ________ LAST FIRST MIDDLE DATE ________

2.

COMPANY NAME ADDRESS CITY STATE ZIP-CODE

JOB TITLE MANAGER/SUPERVISOR'S NAME

DATE STARTED/ENDED SALARY STARTING/ENDING

REASON FOR LEAVING

3.

COMPANY NAME ADDRESS CITY STATE ZIP-CODE

JOB TITLE MANAGER/SUPERVISOR'S NAME

DATE STARTED/ENDED SALARY STARTING/ENDING

REASON FOR LEAVING

4.

COMPANY NAME ADDRESS CITY STATE ZIP-CODE

JOB TITLE MANAGER/SUPERVISOR'S NAME

DATE STARTED/ENDED SALARY STARTING/ENDING

REASON FOR LEAVING

PLEASE READ CAREFULLY BEFORE SIGNING

1. I CERTIFY THAT THIS INFORMATION IS ACCURATE AND COMPLETE. I UNDERSTAND THAT ANY FALSE ANSWERS OR STATEMENTS OR OMISSIONS OF FACTS ON THIS APPLICATION WILL BE SUFFICIENT GROUNDS FOR NOT CONSIDERING THIS APPLICATION FURTHER OR IMMEDIATE DISMISSAL.

2. I HEREBY AGREE AND UNDERSTAND THAT IF EMPLOYED BY FRISCH'S RESTAURANT, INC.: (A) THAT MY EMPLOYMENT IS AT-WILL AND IT IS NOT FOR ANY DEFINITE PERIOD OF TIME AND MY EMPLOYMENT MAY REGARDLESS OF THE DATE OF PAYMENT OF MY SALARY, BE TERMINATED AT ANY TIME WITHOUT NOTICE EITHER BY MYSELF OR BY FRISCH'S RESTAURANTS, INC., WITHOUT NECESSITY ON THE PART OF EITHER FOR SHOWING CAUSE FOR SUCH TERMINATION; (B) THAT NOTHING IN THIS APPLICATION IS INTENDED TO IMPLY OR CREATE AN EMPLOYMENT RELATIONSHIP OR CONTRACT FOR EMPLOYMENT; AND (C) THAT, WHILE PERSONNEL POLICIES, PROGRAMS, AND PROCEDURES MAY, OF NECESSITY, CHANGE FROM TIME TO TIME, NO EMPLOYEE OTHER THAN THE CHIEF EXECUTIVE OFFICER, PRESIDENT, VICE PRESIDENT OF HUMAN RESOURCES OR ANY SUCH NAMED OFFICER HAS THE AUTHORITY TO ENTER INTO ANY AGREEMENT WITH YOU IF YOU BECOME AN EMPLOYEE EXTENDING YOUR EMPLOYMENT.

3. I AUTHORIZE THE U. S. GOVERNMENT, STATE GOVERNMENT OR AGENCIES, PRIOR EMPLOYERS, OR REFERENCES TO GIVE FRISCH'S RESTAURANTS, INC., ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FOR ALL LIABILITY FOR ANY DAMAGE THAT MY RESULT FROM INFORMATION RELEASED TO FRISCH'S RESTAURANTS, INC.

4. I AUTHORIZE FRISCH'S RESTAURANTS, INC. TO MAKE A THOROUGH INVESTIGATION CONCERNING MY CHARACTER, GENERAL REPUTATION, EMPLOYMENT BACKGROUND, EDUCATION, ACTIVITIES AND TO CHECK ALL INFORMATION FURNISHED BY ME ON THIS APPLICATION FORM. THIS INFORMATION WILL NOT BE USED FOR ANY DISCRIMINATORY PURPOSES.

5. IF YOU HAVE EVER WORKED FOR ANY PREVIOUS EMPLOYER UNDER A DIFFERENT NAME, WOULD YOU VOLUNTARILY PROVIDE TO ENABLE FRISCH'S RESTAURANTS, INC. TO VERIFY YOUR WORK EMPLOYMENT.

---

6. I HEREBY AUTHORIZE ANY DRUG OR ALCOHOL TESTING REQUIRED BY FRISCH'S RESTAURANTS, INC. AND/OR GOVERNMENTAL AGENCIES.

IF I AM DENIED A JOB BASED EITHER WHOLLY OR IN PART BECAUSE OF INFORMATION CONTAINED IN A CONSUMER REPORT, I WILL BE PROVIDED THE NAME AND ADDRESS OF THE REPORTING AGENCY THAT SUPPLIED THE INFORMATION.

DATE____________________ APPLICANT SIGNATURE____________________

FRISCH'S RESTAURANTS, INC. IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE ON THE BASIS OF AGE, SEX, RACE, COLOR, NATIONAL ORIGIN, RELIGION OR HANDICAP.

application for employment

We are an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including race, creed, color, age, sex, religion or national origin.

PERSONAL INFORMATION

Date
Social Security Number

Name
Last First Middle

Present Address
Street City State Zip

Permanent Address
Street City State Zip

Phone No. Height Weight

State Name and Department of Any Relatives, Other Than Spouse, Already Employed By This Company

Referred By

EMPLOYMENT DESIRED

Position
Date You Can Start
Salary Desired

Are You Employed Now?
If So May We Inquire of Your Present Employer

Ever Applied to this Company Before?
Where
When

EDUCATION	Name and Location of School	Circle Last Year Completed	Did You Graduate?	Subjects Studied and Degree(s) Received
Grammar School			☐ Yes ☐ No	
High School		1 2 3 4	☐ Yes ☐ No	
College		1 2 3 4	☐ Yes ☐ No	
Trade, Business or Correspondence School		1 2 3 4	☐ Yes ☐ No	

Subjects of Special Study or Research Work

What Foreign Languages Do You Speak Fluently?

Read Write

Activities Other Than Religious (Civic, Athletic, etc.)

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

Last
First
Middle

Form M660-26NR Printed in U S A

©1977 Wilson Jones Company

(Continued on Other Side)

FORMER EMPLOYERS List Below Last Four Employers, Starting With Last One First

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

Name	Address	Business	Years Acquainted
1			
2			
3			

PHYSICAL RECORD: Do you have any physical condition which may limit your ability to perform the job applied for?

In Case of Emergency Notify

Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness		Character	
Personality		Ability	

Hired For Dept. Position Will Report Salary Wages

Approved: 1. 2. 3.

Employment Manager Dept. Head General Manager

BEST COPY AVAILABLE

Activity: Letters Of Application & Thank You Letters

Purpose: Students will read over examples of letters of application and thank you letters.

Audience: Grades 9-12, Adult

Materials: Letter of Application Handout #1.
Letter of Application Handout #2.
Thank You Letter Handout #1.
Thank You Letter Handout #2.

Implementation Strategies: These handouts are guidelines for students to use when writing these types of letter to an employer. Read over these letters with your students.

Issues to be aware of: Give students a mock advertisement and have them write a letter of application to that employer, them have them write a thank you letter to that employer thanking them for their interview.

Length of time: 10 minutes

LETTER OF APPLICATION HANDOUT #1

80 Maplewood Drive
Cincinnati, OH 45239
June 2, 1992

Ms. Julie Woodward
President
B. B. Transport Company
920 Main Street
Norwood, Ohio 45212

Dear Ms. Woodward:

Your announcement for the clerk typist position which appeared in the Cincinnati Enquirer on June 1, 1992, interests me very much. Please consider me an applicant for this position.

I feel that my abilities and experience make me qualified to work for your business. Enclosed are copies of the following: my resume and letters of recommendation.

I would welcome the opportunity to meet with you to discuss this position and my qualifications. I will call your office to arrange for an interview. If you wish to contact me, I can be reached at my address or by telephone at 555-5677.

Sincerely,

Catherine Hess

Enclosures - 3

LETTER OF APPLICATION HANDOUT #2

June 2, 1992

Ms. Julie Woodward
President
B. B. Transport Company
920 Main Street
Norwood, OH 45212

Dear Ms. Woodward:

With reference to your advertisement for the clerk typist position which appeared in the Cincinnati Enquirer on June 1, 1992, please consider me an applicant for this job.

I feel my abilities and experience make me qualified to work for B. B. Transport Company. I have recently graduated from the Clerk Typist program at Great Oaks Vocational School. I have also worked as a clerk typist and bookkeeper for the last two summers.

Enclosed are copies of the following: my resume, an application form, letters of recommendation, and my academic transcripts.

I would welcome an opportunity to meet with you to discuss this position and my qualifications. I will call your office to arrange for an interview. If you wish to contact me, You can reach me at my address or by telephone at 555-5677.

Thank you for your time and consideration.

Sincerely,

Catherine Hess
80 Maplewood Drive
Cincinnati, OH 45239

Enclosures - 6

THANK YOU LETTER HANDOUT #1

80 Maplewood Drive
Cincinnati, OH 45239
June 10, 1992

Ms. Julie Woodward
President
B. B. Transport Company
920 Main Street
Norwood, OH 45212

Dear Ms. Woodward

Thank you for taking the time to meet with me on June 9, 1992. I am very interested in the clerk typist position and appreciate your considering me for it.

Based on our discussion I feel that I am qualified for this position and that I can offer a lot to your business. As we discussed in the interview, I can type 60 words per minute. I am also a well organized, efficient worker.

Enclosed is a copy of my resume. If you require any additional information, please contact me.

Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

Catherine Hess

Enclosure

THANK YOU LETTER HANDOUT #2

June 15, 1992

Ms. Julie Woodward
President
B. B. Transport Company
920 Main Street
Norwood, OH 45212

Dear Ms. Woodward:

I received your letter in the mail today and will gladly accept the clerk typist position. I feel that my training and skills will contribute to your business.

As we had discussed in the interview, a two weeks notice will have to be given to my present employer. I will be available to start work at your office on June 29th.

If you require any additional information before I start, please feel free to contact me at my home address.

Your offer of employment and your confidence in my abilities to do the job is greatly appreciated. I look forward to working with your company.

Sincerely,

Catherine Hess
80 Maplewood Drive
Cincinnati, OH 45239

Activity: Calling For The Interview

Purpose: Students will become familiar with the proper procedure when calling to set up an interview with an employer.

Audience: Grades 9-12, Adult

Materials: Cut actual want ads from the newspaper
Index cards onto which you glue the want ads
Telephone Handout

Implementation strategies: Have the students organize their thoughts using the handout. Stress that they can actually write these questions down so they can look at them while on the telephone. Have the students pair up with a partner. Give each student an index card with a want ad on it. Have one of the partners be the employer and the other be the "job hunters." Have them take turns calling and trying to set up an interview. You may have to give them examples: the position has been filled, the boss is not in today, etc. to make the students feel more prepared when they actually make that important call.

Issues to be aware of: It is more fun and realistic if you can use real telephones. If you can set it up with two rooms close to each other and have the student call you, it will seem more realistic. All students do not know how to use correct etiquette or how to be polite on the telephone.

Length of time: Allow 5 minutes for each student to make his or her phone call.

Variations: If you have a small class or group, you may always want to be the employer.

CALLING FOR THE INTERVIEW HANDOUT

Below is a sort of "cheat sheet" to use when telephoning an employer to set up an appointment for an interview.

1. Say your name.
2. Tell them you saw an ad about their opening for_______.
3. What are the duties of this position?
4. What are the hours of the job?
5. Ask for a time that is good to come in and fill out an application or to come in for an interview.
6. Ask for the time of the interview.
7. Ask for the location of their business. Ask for directions if you need them.
8. Ask the name of the person you are to see.
9. Repeat the time & date of the interview (if given one).
10. Thank them for their time.

Activity: Employment Contact Records

Purpose: Students will learn to organize and keep a record of all job contacts.

Audience: Grades 9-12, Adult

Materials: Employment Contact Records Handout

Implementation strategies: Go over the contact form with the students and explain how it is important to keep a written record if it is a contact by telephone, in person or by an application. After they have made the initial contact, they should make follow-up calls within a week. It is important to keep track of this information as it can be hard to remember who, what, where and how when you are calling many employers.

Issues to be aware of: Students may not like the paper work, however, explain how much time it will save them when they do not have to look up the phone number and addresses more than once.

To get the students started you could have them select a company and role play a call to that company to record the information on this form.

Length of time: 30 minutes

EMPLOYMENT CONTACT RECORDS

Contact Information	Date	Type of Contact	Results
Company Name: ____________________ Address: ____________________ ____________________ ____________________ Phone: ____________________ Personnel Manager: ____________________ Jobs Available: ____________________ ____________________ ____________________			
Company Name: ____________________ Address: ____________________ ____________________ ____________________ Phone: ____________________ Personnel Manager: ____________________ Jobs Available: ____________________ ____________________ ____________________			
Company Name: ____________________ Address: ____________________ ____________________ ____________________ Phone: ____________________ Personnel Manager: ____________________ Jobs Available: ____________________ ____________________ ____________________			

INTERVIEWING

INTERVIEWING

The interview process is a vital step in your efforts to obtain the desired job. It is where you put together all of your efforts -- job soliciting, your resume and your job application. It could be a long three hour process, where you are tested and could go through 2-3 interviews or a short, simple, informal conversation.

Most people, regardless of experience, job level or age, get nervous in a job interview.

At the job interview, it is your job to talk about yourself, and the interviewers job to decide if you will be a beneficial employee for their company. This is your opportunity to "sell" your education, talent and skills. Since you have no idea who your competition is, you have to do your absolute best.

When going on an interview, you should compare yourself to a well-wrapped package. If a package or gift looks nice and interesting on the outside, it makes someone want to open it and find out what's inside.

So be sure to make that first impression a good one. Dress for the interview by using the gauge that you should dress one level above the job for which you are applying. If it is a job where the employees wear dress jeans and t-shirts, you should wear dress pants and a nice button up shirt - a tie wouldn't necessarily be appropriate.

Do your homework before an interview. Find out about the company - ask questions of someone who works there.

If you get called for an interview this is your first step in getting your foot in the door. This can be your big moment or a fatal mistake. Use this time wisely.

And Remember You Can Do It!!!!

Activity: The Do's & Don'ts Of The Interview Process

Purpose: Students will have practical references to review the day before the interview.

Audience: Grades 9-12, Adult

Materials: Do's & Don'ts of the Interview Process Handout

Implementation strategies: Give all students a handout. Go over all the different areas with the students. They can keep the handout to use for future reference.

Issues to be aware of: Some of these may seem apparent to the students, it is still important to emphasize this to them.

Length of time: 20 minutes. If you have discussion.

Do's & Don'ts of the Interview Process

Dress and Appearance

	Do		Do Not
1.	Dress appropriately, and in good taste.	1.	Wear casual sport clothes such as jeans or shorts.
2.	Wear clothes that fit well.	2.	Wear the latest high-style fashions.
3.	Wear clothes that are clean and neat.	3.	Wear torn or patched clothes.
4.	Make sure your hair and fingernails are trimmed and clean.	4.	Wear clothes that are bright colored and eye-catching.
5.	Dress as you would if you were being interviewed for the best job in the organization.	5.	Wear gym shoes.

Arriving At The Interview

Be sure to plan ahead for your interview so you have plenty of time to get ready and prepare yourself physically and emotionally.

	Do		Do Not
1.	Allow time for emergencies such as a flat tire or a train.	1.	Go for an interview without an appointment.
2.	Call ahead with an explanation if you will be unavoidably late.	2.	Schedule an interview for Monday morning for Friday afternoon - if the choice is yours to make.
3.	Arrive only about 5 minutes ahead of the scheduled time of the interview.	3.	Schedule an interview just before lunch or just before closing time - if it can be avoided.
4.	Introduce yourself to the receptionist as soon as you arrive.	4.	Arrive too early - then you may be a nuisance to them.
5.	Read literature about the company that may be available in the reception room while you are waiting for your interview.	5.	Leave your home late causing you to feel rushed and anxious.

Do's & Don'ts of the Interview Process

Continued

During The Interview

Be well versed and knowledgeable about the company before you go for the interview so it will be necessary for you to ask as few questions as possible. Let your interviewer ask the questions, you supply the complete answers. In a successful interview you should talk approximately 80% of the time and your interviewer 20%.

	Do		Do Not
1.	Answer every question honestly and directly.	1.	Avoid answering questions.
2.	Avoid "yes" and "no" answers; talk freely.	2.	Stall for time to "think-up" a good answer.
3.	Display your talent for getting along with people.	3.	Be too wordy with your answers.
4.	Remain alert and listen carefully to every word.	4.	Ask too many questions about the company in general.
5.	Ask about special aspects of the job.	5.	Complain about your past employers.

Ending the Interview

Maintain your positive, well-poised attitude throughout the entire interview. When the interview is over, be sure you have left a favorable impression of yourself.

	Do		Do Not
1.	Wait for the interviewer to end the interview.	1.	End the interview yourself.
2.	Determine who will make the next contact.	2.	Stall for time trying to add more information.
3.	Ask about the possibility of touring the facility.	3.	Spend extra time in the office after you have been dismissed.
4.	Thank the interviewer for his time.	4.	Display impatience or displeasure.
5.	Leave promptly if a tour is not possible.	5.	Be discouraged if everything did not go as you had hoped it would.

Do's & Don'ts of the Interview Process Continued

Meeting Your Interviewer

Greet your interviewer as if you are meeting a very important person. Make constant use of all your "good manners" without being too formal.

	Do		Do Not
1.	Introduce yourself.	1.	Wait for the interviewer to ask you your name.
2.	Talk clearly and concisely.	2.	Have a "bone crusher" hand shake.
3.	Offer your hand for a hand shake.	3.	Sit down until your interviewer tells you to.
4.	Have a good firm handshake and look your interviewer in the eyes.	4.	Shift your eyes and avoid looking at your interviewer.

Interview Behavior and Attitude

If at all possible, try to remain poised and relaxed throughout the interview. Try to rid yourself of as many anxieties as possible before the interview so you will not have to deal with them during the interview.

	Do		Do Not
1.	Smile.	1.	Chew gum, smoke, or tap your fingers.
2.	Be polite and sincere.	2.	Become too informal.
3.	Remain as calm, patient, and well-poised as possible.	3.	Be overaggressive.
4.	Have a positive attitude.	4.	Boast or talk yourself down.
5.	Be ambitious, but not overly so.	5.	Be negative, antagonistic, or obnoxious.

Activity: Sell Yourself

Purpose: Students will learn to "sell" themselves, a skill necessary during an interview.

Audience: Grades 7-12, Adult

Materials: Self Confidence Handout
Newspaper print with a blank opening

Implementation strategies: Instruct students to include positive things about themselves and specific information relating to training, etc.

Length of time: 20 minutes

Variations:

1. Have a partner write the want ad exemplifying his/her partners strengths.
2. Have the students design a billboard, describing themselves, geared to securing a specific job.

SELF CONFIDENCE

Self confidence is believing in your abilities, trusting and respecting yourself. You can do many things and have great skills and abilities. In advertising, companies sell products by telling the public all the wonderful characteristics about the product. Below is your billboard. PROMOTE YOURSELF.

Rent This Billboard

Activity:	Interviewing Pre & Post Test
Purpose:	Students will show what they know before and after going through the interviewing activities.
Audience:	Grades 9-12, Adult
Materials:	Interviewing Pre-Test Handout Interviewing Post-Test Handout Interviewing Pre & Post Test Answers

Implementation: Pass out the Interviewing Pre or Post-Test to all students. Have them read through the statements concerning a job interview. In front of each statement they should place a T for True or a F for False, depending on how well it relates to a good job interview.

Issues to be aware of: Pre-Test may be difficult for students. Inform the students that they will not receive a grade on the Pre-Test, that it is just for your information.

Length of time: 25 minutes for each test and to go through answers with the students.

Variations: You may want to do this as a large group or break into smaller groups, then bring them all back together for a large group discussion.

INTERVIEWING PRE-TEST

Read the following statements concerning a job interview. In front of each statement place a T for True or F for False depending on how well it relates to a correct job interview.

1. ____ First impressions are important when meeting your interviewer.

2. ____ As long as you are clean and neat, it does not really matter what kind of clothes you wear.

3. ____ If you must be late for your interview, do not take time to call ahead, simply get there as soon as possible.

4. ____ Arrive at your place of interview at least 20 minutes early.

5. ____ When you meet your interviewer, introduce yourself in a clear, concise voice.

6. ____ Do not extend your hand for a handshake unless your interviewer does so first.

7. ____ It is improper to offer to shake hands if your interviewer is a lady.

8. ____ After you have met your interviewer, immediately sit down in the chair that is closest to you.

9. ____ You may chew gum or smoke as either may help you to relax.

10. ____ Ask your interviewer questions about his company so he will realize you are sincerely interested in the company.

11. ____ Talk freely. Avoid "yes" and "no" answers.

12. ____ In a successful interview, you will do approximately 80% of the talking and the interviewer the remaining 20%.

13. ____ Never complain about your past employers.

14 ____ When you have completed giving all your information to your interviewer, politely end the interview.

15. ____ Regardless of the type of questions the interviewer asks, it is of utmost importance to remain as calm and composed as possible at all times.

INTERVIEWING POST-TEST

Read the following statements concerning a job interview. In front of each statement place a T for True or F for False depending on how well it relates to a correct job interview.

1. ____ First impressions are important when meeting your interviewer.
2. ____ As long as you are clean and neat, it does not really matter what kind of clothes you wear.
3. ____ If you must be late for your interview, do not take time to call ahead, simply get there as soon as possible.
4. ____ Arrive at your place of interview at least 20 minutes early.
5. ____ When you meet your interviewer, introduce yourself in a clear, concise voice.
6. ____ Do not extend your hand for a handshake unless your interviewer does so first.
7. ____ It is improper to offer to shake hands if your interviewer is a lady.
8. ____ After you have met your interviewer, immediately sit down in the chair that is closest to you.
9. ____ You may chew gum or smoke as either may help you to relax.
10. ____ Ask your interviewer questions about his company so he will realize you are sincerely interested in the company.
11. ____ Talk freely. Avoid "yes" and "no" answers.
12. ____ In a successful interview, you will do approximately 80% of the talking and the interviewer the remaining 20%.
13. ____ Never complain about your past employers.
14. ____ When you have completed giving all your information to your interviewer, politely end the interview.
15. ____ Regardless of the type of questions the interviewer asks, it is of utmost importance to remain as calm and composed as possible at all times.

INTERVIEWING PRE & POST TEST ANSWER SHEET

1. True First impressions are important when meeting your interviewer.

2. False As long as you are clean and neat, it does not really matter what kind of clothes you wear.

3. False If you must be late for your interview, do not take time to call ahead, simply get there as soon as possible.

4. False Arrive at your place of interview at least 20 minutes early.

5. True When you meet your interviewer, introduce yourself in a clear, concise voice.

6. False Do not extend your hand for a handshake unless your interviewer does so first.

7. False It is improper to offer to shake hands if your interviewer is a lady.

8. False After you have met your interviewer, immediately sit down in the chair that is closest to you.

9. False You may chew gum or smoke as either may help you to relax.

10. True Ask your interviewer questions about his company so he will realize you are sincerely interested in the company.

11. True Talk freely. Avoid "yes" and "no" answers.

12. True In a successful interview, you will do approximately 80% of the talking and the interviewer the remaining 20%.

13. True Never complain about your past employers.

14. False When you have completed giving all your information to your interviewer, politely end the interview.

15. True Regardless of the type of questions the interviewer asks, it is of utmost importance to remain as calm and composed as possible at all times.

Activity: Reasons People Are Not Hired

Purpose: Students will learn the main reasons people are not hired

Audience: Grades 7-12, Adult

Materials: Reasons people are not hired handout

Implementation strategies: Inform the students that the handout lists the results of a survey given to employers of the reasons they do not hire potential employees. The results are ranked, the most important reasons are listed first. Discuss this survey and the results with your students. Have the student list their own strengths and weaknesses from the handout.

Length of time: 15 minutes

REASONS PEOPLE ARE NOT HIRED

You will not be offered a job everytime you are interviewed. Nobody is. When you are not hired, you will want to know why. A survey was made to find out the main reasons people are not hired. The most important reasons are listed first:

1. Poor appearance.
2. Poor attitude.
3. Poor use of English.
4. No career goals.
5. Lack of interest in the job.
6. Not sure of the kind of work wanted.
7. Wanted too much money.
8. Poor school record.
9. Made excuses.
10. Poor work record.
11. Lacked experience.
12. Criticized past employer.
13. Not tactful.
14. Not courteous.
15. Disliked school.
16. Did not look interviewer in the eye.
17. Limp handshake.
18. Could not get along well with parents.
19. Could not answer questions.
20. Sloppy application form.
21. Did not seem serious about working.
22. Only wanted to work a short time.
23. No interest in the company.
24. Critical of others.
25. Does not know right from wrong.
26. Does not always try to do what is right.
27. Lazy.
28. Late to interview without good reason.
29. Did not say "thank you" for the interviewer's time.
30. Did not ask questions about the job.

Activity:	Resumes
Purpose:	Students will have the ability to construct a current usable resume.
Audience:	Grades 11-12, Adult
Materials:	Completed personal information sheet Resume worksheet Sample resumes #1, 2, 3, 4, & 5 Resume guideline Pen or Pencil

Implementation strategies: Each student should have his/her completed personal information sheet with them. Have them transfer information from that sheet to the resume worksheet. Have the students go through and fill in any areas that are blank. When the students are finished, have them type the resumes or you can type them for the students. Several sample resumes are included, so students can choose which format of resume they like the best.

Length of time: This project could be spread out over several classes, so the students can be accurate and do not get bored with the activity.

RESUME WORKSHEET

1. Name & Address

A. Name: ______________________________

B. Address: ______________________________

C. City: ______________________________

D. State: ______________________________

E. Zip Code: ______________________________

F. Phone Number: ______________________________

2. Objective

The Job Objective is a short opening statement that expresses your employment goal. Be as clear and as specific as you can. If possible, write the objective to match the job that you are applying for.

____

____

3. Education

A. School Name: ______________________________

B. City: ______________________________

C. State: ______________________________

D. Dates: ______________________________

E. Degree: ______________________________

F. Comment: ______________________________

A. School Name: ______________________________

B. City: ______________________________

C. State: ______________________________

D. Dates: ______________________________

E. Degree: ______________________________

F. Comment: ______________________________

A. School Name: ______

B. City: ______

C. State: ______

D. Dates: ______

E. Degree: ______

F. Comment: ______

4. Job Descriptions

This section contains information on the jobs you have held. When writing the job descriptions, be as clear and specific as possible. Explain your duties and responsibilities. Include any important accomplishments.

Job 1

A. Position Title: ______

B. Employers' Name: ______

C. City: ______

D. State: ______

E. Dates Employed: ______

POSITION DESCRIPTION: ______

______

Job 2

A. Position Title: ______

B. Employers' Name: ______

C. City: ______

D. State: ______

E. Dates Employed: ______

POSITION DESCRIPTION: ______

______

5. Qualifications List

This section contains a list of your skills that are not covered in any other part of the resume. You have acquired many skills in your life that you may have not used on a job. Here is your chance to advertise these skills. Use this section to mention specific skills or personal attributes. A specific skill includes a knowledge of a foreign language or an ability to type 60 words per minute. A personal attribute includes your dedication and enthusiasm as a worker or an ability to produce results under stress.

Qualification #1: ______________________________

____

____

Qualification #2: ______________________________

____

____

Qualification #3: ______________________________

____

____

Qualification #4: ______________________________

____

____

Qualification #5: ______________________________

____

____

Qualification #6: ______________________________

____

____

6. Skills Descriptions

This section is the main section of a functional resume. It includes detailed descriptions of the skill areas you want to highlight on the resume. Enter a description of your skills, experiences, and abilities related to this skill area.

Job #1

Job Title: ____________________

Skills Attained: ____________________

Job #2

Job Title: ____________________

Skills Attained: ____________________

7. References

Your references should be individuals who can speak positively about your work history, skills, and personal character. Your references can include former employers, business associates, and community leaders. Do not include family members. You should type the references on a separate sheet of paper.

Reference #1

A. Name:____

B. Address:______________________________________

C. City:____

D. State:_______________________________________

E. Zip Code:____________________________________

F. Phone Number:_________________________________

G. Position:____________________________________

Reference #2

A. Name:____

B. Address:______________________________________

C. City:____

D. State:_______________________________________

E. Zip Code:____________________________________

F. Phone Number:_________________________________

G. Position:____________________________________

Reference #3

A. Name:____

B. Address:______________________________________

C. City:____

D. State:_______________________________________

E. Zip Code:____________________________________

F. Phone Number:_________________________________

G. Position:____________________________________

Sample Resume #1

BONNIE B. KELLEY
312 West Mulberry
Milford, Ohio 45150
(513) 555-1900

EDUCATION

1984-1988
Logan Elm High School
Cincinnati, Ohio 45999
Major: Business

1988-1990
Beatty Business College
Cincinnati, Ohio 45238
Major: Secretarial/Bookkeeping

WORK EXPERIENCE

1991-Present
Waitress
Guido's Chinese Cuisine
Cincinnati, OH 45200

Duties included: taking customers orders, serving meals, preparing desserts, cleaning dining area, stocking service area, cashiering, and balancing day's receipts.

1986-1990
Bookkeeper
Green's Hardware
Cincinnati, Ohio 45222

Maintained records for purchases of materials, banking, calculating employees wages, prepared checks for employees, and monthly expenditures.

1986-1987
Waitress
Castellano's Deli
Cincinnati, Ohio 45113

Taking customers orders, serving meals, cleaning dining area, and cashiering.

REFERENCES

References will be furnished upon request.

Sample Resume #2

Bonnie B. Kelley
312 West Mulberry
Milford, Ohio 45150

JOB OBJECTIVE: SECRETARY/BOOKKEEPER POSITION

WORK EXPERIENCE

SECRETARIAL/BOOKKEEPER POSITION

Bookkeeper	Green's Hardware Cincinnati, Ohio 45222

Maintained records for purchases of materials, banking, calculating employees wages, prepared checks for employees and monthly expenditures.

FOOD SERVICE POSITIONS

Waitress	Guido's Chinese Cuisine Cincinnati, Ohio 45222

Placed customers orders, served meals, prepared desserts, cleaned dining area, stocked service area, cashiered, and balanced days receipts.

Waitress	Castellano's Deli Cincinnati, Ohio 45113

Taking customers orders, serving meals, cleaning dining area and cashiering

EDUCATION

High School	Logan Elm High School Cincinnati, Ohio 43999 Major: Secretarial-Bookkeeping

REFERENCES

References will be furnished upon request.

Sample Resume #3

CLARK KENT
1951 Maple Drive
Metropolis, New York 10090
(212) 555-8832

OBJECTIVE: Seeks position in Human Services and/or Public Relations.

EDUCATION:

1940-1944 Small Town High School: Small Town, Kansas
High School Diploma: College Prep Work

1944-1948 Metropolis University: Metropolis, New York
Bachelor of Arts: Journalism

QUALIFICATIONS:

*Bend steel in bare hands.
*Change the course of mighty rivers
*Leap over buildings in a single bound
*Fight for truth, justice, and the American way.

EXPERIENCE:

1948-Present STREET REPORTER
The Daily Planet
Metropolis, New York

Works (in disguise) as a reporter for a great metropolitan newspaper; wastes time around the office, looking for things to do; always arrives later to the scene of the crime; is well known for tripping over cracks in the sidewalk; spends a lot of time in the Daily Planet's storeroom.

1948-Present SUPERHERO
Self-Employed
Metropolis, New York

Flies around the city in flashing red leotards and a blazing blue cape rescuing damsels in distress, children from dire calamities, and cats from trees; apprehends notorious criminals and murderous megalomaniacs; saves the free world from evil forces of the not-so-free world.

REFERENCES Will be furnished upon request.

Sample Resume #4

JAMES SMITH
Route 2 - Box 54
Middletown, Wisconsin 69582
(608) 555-8871

OBJECTIVE: Seeks challenging and rewarding management position.

EMPLOYMENT:

SALESPERSON: Green's Mobile Homes
New Castle, Wisconsin 1976-Present

PRODUCTION SUPERVISOR: American Plastics
South Middletown, Wisconsin 1969-1975

NIGHT FOREMAN - SUPERVISOR: Stein Products, Inc.
South Middletown, Wisconsin 1960-1969

EXPERIENCE:

SALES

As a commissioned salesman for mobile and modular homes, was responsible for developing rapport with customers, assisting clients with analyzing needs, showing models, understanding competitive market, finalizing sales, and arranging deliveries. First year sales commissions exceeded the expectations for beginning salespersons.

MANAGEMENT

As foreman for two different manufacturing plants, was responsible for plant supervision for 6 departments and 40 employees. Duties involved managing plant operations, maintaining product flow, inspecting and product testing, attending to plant security and personnel safety procedures, and handling personnel matters. Strove for increased production in all areas and succeeded in raising productivity.

REFERENCES: Will be furnished upon request.

Sample Resume #5

BRYAN S. KEITH
5452 S. Garrett Drive
Milford, OH 45550
(513) 555-1720

EDUCATION

HIGH SCHOOL	Milford High School Milford, Ohio 45150 Major: **General Studies**
VOCATIONAL SCHOOL	Live Oaks Career Development Campus Milford, Ohio 45150 Major: **Carpentry**

SKILLS ATTAINED

Rough frame wood buildings
Finish building interiors and exteriors
Remodel existing structures
Trim building interiors
Have experience with framing and roofing
Install siding
Operate power tools

WORK EXPERIENCE

LOT TECHNICIAN 9/91 - 10/1	Al Castrucci Ford Milford, Ohio Maintenance of shop area Preparation of new cars
LOT TECHNICIAN 9/90 - 9/91	Riverside Ford Newport Newport, Kentucky Clean, wash, and wax new cars Remove stickers, wash windows Maintenance of dealership
CUSTODIAN 5/88 - 9/89	Live Oaks Career Development Campus Milford, Ohio Inside building maintenance Outside grounds maintenance
CARPENTRY MAINTENANCE & REMODELING Ongoing	Independent Jobs Building Decks, Drywall, Install Carpet, Vinyl Siding, Paneling, Doors and Drywall, Trimwork, Framing, Texturizing Ceilings

REFERENCES

References will be furnished upon request

REFERENCES

FOR

BRYAN S. KEITH

Leroy Wilkins, Instructor
Live Oaks Career Development Campus
5956 Buckwheat Road
Milford, Ohio 45550
(513) 555-1900

Julie Woodward, Vocational Counselor
Live Oaks Career Development Campus
5956 Buckwheat Road
Milford, Ohio 45550

Julia Green, Principal
Lakeside Junior High School
5535 Wolfpen-Pleasant Hill Drive
Milford, Ohio 45550

Resume Guideline

NAME
STREET ADDRESS
CITY, STATE ZIP CODE
(AREA CODE) PHONE NUMBER

JOB OBJECTIVE:	(DESCRIBE OR NAME THE JOB YOU WANT)
EDUCATION:	VOCATIONAL SCHOOL CITY, STATE ZIP CODE VOCATIONAL PROGRAM MONTH AND YEAR OF GRADUATION
	HIGH SCHOOL CITY, STATE ZIP CODE GENERAL STUDY OR COLLEGE PREP MONTH AND YEAR OF GRADUATION
EMPLOYMENT:	NAME OF EMPLOYER STREET ADDRESS, IF NEEDED CITY, STATE ZIP CODE DATES YOU WORKED YOUR GENERAL DUTIES ON THE JOB
ACTIVITIES:	CLUB OR ACTIVITY, YEAR(S) INVOLVED
REFERENCES: (3)	NAME OF PERSON, THEIR BUSINESS OR SCHOOL STREET ADDRESS CITY, STATE ZIP CODE (AREA CODE) PHONE NUMBER

YOUR RESUME SHOULD BE CENTERED ON THE PAGE.

Activity: Dress Game

Purpose: Students will learn how to dress appropriately for an interview.

Audience: Grades 9-12, Adult

Materials:
How To Accessorize - The Finishing Touch Handout for women
How To Accessorize - The Finishing Touch Handout for men
Do's and Don't for a Career Woman
Do's and Don't for a Career Man
Pen or pencil

Implementation Strategies: Follow directions on the handouts. Students give themselves points for clothes they are wearing. When finished students add total points. There is a rating scale in the directions. To be well dressed, a man or woman should have 12 - 18 points. On the job 14 is both ideal and maximum. There are do's and don'ts for the well-dressed person for discussion.

Issues to be aware of: This activity works best if students come dressed as if they were going on an actual job interview. You will have to use your discretion on some items being rated if students question them.

Length of time: 15 minutes for rating
15 minutes for discussion

HOW TO ACCESSORIZE
THE FINISHING TOUCH FOR WOMEN

The fashion image you want to achieve can be put together in an objective approach with the use of accessories. The best dressed women have an understated, uncluttered appearance. Learn to count your points as you accessorize! Consider any eye-arresting feature to be a point in this system. To be well-dressed, a woman should wear between 12 and 18 points. On the job, 14 is both ideal and maximum. If you are uncertain about an accessory **DON'T WEAR IT! Remember..less is always BEST!** But don't ignore the need for that "finishing touch". So.....**START COUNTING!!!!!!!!!!!!!!!!!!**

* Each color in your outfit (one point per color) _____

* Shoes -- the color of your shoe counts one point per shoe if it is not neutral in color, or if it does not match the color you are wearing at your hemline. _____

* Eye catching detail on shoes (one point each, per shoe) _____
    open toes_____________ open heels______________
    stacked heels_________ bows____________________
    buckles_______________ chains or trims_________

* Colored stockings (socks) one point in total (natural colored nylons do not count points) _____

* All jewelry one point each (watches, chains, bracelets, etc.). Two earrings equal one point if they are small. Large earrings equal one point each. Wedding rings worn with engagement or guard rings total one point. _____

* Simple glasses (one point) _____

* Hats (one point) _____

* Purse (one point). Add an extra point for large chains, buckles and extra colors. _____

* Colored nail polish (one point). Add an extra point if toenails show and have nail polish. _____

* Contrasting buttons (one point). _____

* Belts of a contrasting color (one point). _____

* Scarves, bows ruffles, monograms, contrasting trim, labels, and other style details (one point each). _____

* Red Hair (one point). _____

HOW DO YOU TOTAL UP???????????????? _____

HOW TO ACCESSORIZE FOR MEN

The fashion image you want to achieve can be put together in an objective approach with the use of **accessories**. The best dressed men have an understated, uncluttered appearance. Learn to count your points as you accessorize! Consider any eye-arresting feature to be a point in this system. To be well-dressed, a man should wear between **12 and 18 points**. On the job, 14 is both ideal and maximum. If you are uncertain about an accessory -- **DON'T WEAR IT!** Remember..**less is always BEST!** But don't ignore the need for that "finishing touch". So.....**START COUNTING!!!!!!!!!!!!**

* Each color in your outfit (one point per color) _____
* Shoes -- the color of your shoe counts one point per shoe if it does not match the color of your pants. _____
* Eye catching detail on shoes (one point each, per shoe) _____
  buckles_______________ extra colors___________
  stacked heels_________ chains or trims________
* Belt buckles, (only small, clean, traditional buckles with squared lines), one point each. _____
* Tie, one point, red tie, two points _____
* Colored socks, if you have dark shoes. White socks, if you have gym shoes. One Point. _____
* Khaki, dress or work pants (no jeans) one point. _____
* All jewelry one point each (watches, chains, bracelets, rings, etc.) _____
* Simple glasses (one point) _____
* Hats (one point) _____
* Contrasting buttons (one point). _____
* Belts of a contrasting color (one point). _____
* Monograms, contrasting trim, labels, and other style details (one point each). _____
* If your hair is above shoulder length, one point. _____
* Red Hair (one point). _____

HOW DO YOU TOTAL UP???????????????? _____

DO'S AND DON'TS FOR A CAREER WOMAN
HANDOUT

- Do put on your watch; Don't wear perfume.
- Do apply conservative make-up; Don't wear distracting jewelry.
- Do wear your hair not too long; Don't wear it too curly.
- Do keep your nails well manicured; Don't wear bright polish.
- Do clean and press often; Don't wear white blouses twice without washing.
- Do carry a good pen; Don't wear dark tinted glasses indoors.
- Do check your heels; Don't forget a sheet of "Cling Free" or "Bounce" as an instant shoe polisher.
- Do keep a spare pair of nylons handy; Don't wear colored nylons for business.
- Do check little things like hems and buttons; Don't be careless.
- Do carry a neat purse or a briefcase; Don't ever carry both.
- Do wear a jacket--it carries its own authority.
- Do wear a coat that covers your skirt; Don't wear fur on the job.
- Do wear tailored pants for the job; Don't wear polyester knits.
- Do select conservative suit fabrics--solid colors of wool, linen or polyester blends of natural fabrics; textures, tweeds, shadow stripes, muted plaids, herringbone or Glenn.
- Don't select sleeveless, wrapped or revealing anything; Do avoid bright colors, very short skirts, and tight garments.
- Do dress for the job you want; Don't dress for the job you have.
- Do get a lint brush and use it; Don't wear a skirted suit for non-business occasions.

FOR A JOB INTERVIEW:
Wear a classic tailored suit in a basic color of medium to dark color with a blouse in a complimentary color. Select simple gold jewelry, watch, neutral nylons, with a basic pump and purse. Manicure your nails in subdued polish. Clean, neat hair style; No perfume. Carry a good pen in your purse or briefcase.

DO'S AND DON'TS FOR A CAREER MAN
HANDOUT

* Do put on your watch; Don't wear cologne.

* Do dress as well as the person you are seeing.

* Never wear green.

* Don't wear distracting jewelry.

* Don't wear your hair too long; Don't wear it too curly.

* Never put anything on your hair to make it look shiny or greasy.

* Never wear an item that may be considered feminine.

* Do keep your nails well manicured.

* Do clean and press often; Don't wear white shirts twice without washing.

* Do carry a good pen and pencil.

* Don't wear dark tinted or sunglasses indoors.

* Do check your heels; Don't forget a sheet of "Cling-Free" or "Bounce" as an instant shoe polisher.

* Do check little things like hems and buttons; Don't be careless.

* Do carry a neat briefcase, when appropriate.

* Do wear a jacket--it carries its own authority.

* Do wear well tailored pants for your job; Don't wear polyester knits.

* Do select conservative suit fabrics--solid colors of wool, linen or polyester blends of natural fabrics; textures, tweeds, shadow stripes, muted plaids, herringbone or Glenn.

* Do avoid bright colors and tight garments.

* Do get a lint brush and use it.

* Do dress for the job you want; Don't dress for the job you have.

FOR THE JOB INTERVIEW:
Wear a classic tailored suit in a basic color of medium to dark color with a shirt and tie in a complimentary color. Select simple gold jewelry, watch, with a dark shoe. Manicure your nails. Clean, neat hair style; No cologne. Carry a pen in your briefcase.

Activity: Common Interview Questions

Purpose: Students will become more comfortable with questions that may arise during an interview.

Audience: Grades 9-12, Adult

Materials: Common Interview Questions Handout

Implementation Strategies: Go over all questions on the handout as a large group. Divide students into pairs. Have them ask each other the common interview questions. This will let them know what kind of questions may arise during an interview.

Issues to be aware of: Give students a copy of questions, so they can refer to them in the future. Have students answer the questions in writing for practice.

Length of time: 30 minutes

Modifications: Invite a member of your community who can interview your students one by one, so they can see how it feels to go through an actual interview.

COMMON INTERVIEW QUESTIONS

Read each of the interview questions and answer written or verbally.

1. Tell me about yourself.
2. Why have you held so many jobs?
3. What is your major weakness? Your major strength?
4. How much do you expect to be paid?
5. Why do you want to work for this company?
6. Why did you leave your last job?
7. Why do you have a gap in your work history?
8. What do you like to do in your leisure time?
9. What are your long range goals for the next 5 to 10 years?
10. Why should I hire you?
11. What are your special skills or abilities?
12. What are two of your most important achievements? Failures?
13. Why are you interested in this job?
14. What jobs have you enjoyed the most? The least? Why?
15. If asked to work overtime, odd hours, and perform extra duties would you?
16. When are you available for work?
17. What would your last employer say about you?
18. What machines or equipment can you operate?
19. What types of people do you like to work with?
20. How well do you perform under pressure?
21. What skills do you have that will make you successful in this field?
22. Do you prefer working with others or alone? Why?
23. How do you handle criticism?
24. Do you smoke?
25. Would you be willing to take a drug test? Lie detector test? Physical exam?

Activity: Videotaping of Interviews

Purpose: Students will be rated on their performance during an interview situation while being videotaped.

Audience: Grades 9-12, Adult

Materials:
Video Camera
Tripod (optional)
Television
VCR
Videotape Interview Rating Sheet Handout
Twenty Frequently Asked Questions Handout
Questions To Ask The Interviewer Handout
Fifteen Knockout Factors Handout
The Ten Commandments Of Job Hunting Handout

Implementation strategies: The instructor will act as the interviewer and will actually interview the student. The interviewer could also be someone from school or the community with whom the students are not familiar. Have a desk or table and chairs set up ahead of time. The student will enter the designated area, interviewer will shake their hand and tell them to be seated. Then the interview process will continue as usual. The video camera should be set up on a tripod in a location that will be facing the person being interviewed. That way you will be able to see what kind of eye contact and body language they use.

After the interviews have been completed, the students can then watch their classmates interview. Comments both positive and negative can be made at this time. They should use the rating sheet when watching the videotape.

Using other handouts, prepare your students for appropriate interview behavior and dress. Have the students prepare several questions for the interviewer before he/she is videotaped.

Issues to be aware of: Some students may feel uneasy being interviewed, especially on videotape. Explain that this is a normal feeling and that a real interview usually makes people somewhat nervous, therefore this exercise will be good practice.

Length of time: Approximately 10 minutes per student for videotaping. Allow another 10 minutes for viewing and rating the video.

VIDEOTAPED INTERVIEW RATING SHEET

STUDENT'S NAME________________________________

Rating Scale	Excellent	Good	Fair	Poor
Appearance	____	____	____	____
Posture	____	____	____	____
Eye Contact	____	____	____	____
Attitude	____	____	____	____
Confidence	____	____	____	____
Dress	____	____	____	____
Speaking Ability	____	____	____	____
Body Language	____	____	____	____
Voice Level	____	____	____	____

STUDENT'S NAME________________________________

Rating Scale	Excellent	Good	Fair	Poor
Appearance	____	____	____	____
Posture	____	____	____	____
Eye Contact	____	____	____	____
Attitude	____	____	____	____
Confidence	____	____	____	____
Dress	____	____	____	____
Speaking Ability	____	____	____	____
Body Language	____	____	____	____
Voice Level	____	____	____	____

TWENTY FREQUENTLY ASKED QUESTIONS

1. Tell me about yourself.
2. For what position are you applying?
3. What are your long-term career goals? Where do you see yourself in five years?
4. Why do you feel that you will be successful in......?
5. What leadership roles have you held?
6. What do you do in your spare time?
7. What have been your most satisfying and most disappointing school or work experiences?
8. What are your strongest (weakest) personal qualities?
9. Why did you choose to apply for employment with us?
10. What courses did you like best in school? Least? Why?
11. Why should I hire you?
12. Tell me about your extracurricular activities and interests.
13. Why do you feel you are qualified for this job?
14. Why did you leave your last job?
15. How soon could you start?
16. What do you know about this company?
17. How much do you expect to be paid?
18. How do you feel about working overtime, odd hours?
19. Do you prefer working with others or alone? Why?
20. Do you have any questions for me?

QUESTIONS TO ASK THE INTERVIEWER

1. What are the job duties and major responsibilities?
2. What are you looking for in the person who will fill this job?
3. Do you have a written job description for this position?
4. What are some of the tasks that need the immediate attention of the person you hire?
5. Does this job require union membership?
6. What are the hours?
7. Are there opportunities for advancement?
8. May I see the area where I would be working?
9. What can you tell me about the supervisor to whom I would work for?
10. What are the fringe benefits?

FIFTEEN KNOCKOUT FACTORS

(Reasons why candidates receive rejection replies)

1. Lack of proper career planning - purposes and goals ill defined.
2. Lack of knowledge of field of specialization - not well qualified.
3. Inability to express him/herself clearly.
4. Insufficient evidence of achievement or capacity to motivate others.
5. Not prepared for the interviews - no research on company.
6. No real interest in the organization or the industry. Merely shopping around.
7. Narrow location interest - unwilling to relocate later.
8. Little interest and enthusiasm.
9. Overaggressive - conceited.
10. Interested in only best dollar offer.
11. Asks no or poor questions about the job.
12. Unwilling to start at the bottom - expects too much too soon.
13. Makes excuses, about own skills, abilities or work record.
14. No confidence and poise - fails to look interviewer in the eye.
15. Poor personal appearance.

THE TEN COMMANDMENTS OF JOB HUNTING

1. Thou shalt not be a know-it-all...nor a slouch.

2. Thou shalt be clean of body and appropriate in dress.

3. Thou shalt have no pals along.

4. Thou shalt not bad-mouth persons or places of the past.

5. Thou shalt not smoke or chew gum.

6. Thou shalt speak and act as if thou hadst learned good manners at home (do this in remembrance of Mom).

7. Thou shalt not be greedy (perhaps thou art not worth $6.00 an hour!).

8. Thou shalt be willing to start at the bottom and be eager to work thy way up.

9. Thou shalt wear nice shoes.

10. Above all, thou shalt be courteous, realizing full well that an employer too, is human; like thee, he needs to feel accepted.

Activity: Mock Interviews

Purpose: Students will improve their ability and comfort level at an interview.

Audience: Grades 7-12, Adult

Materials:
Interview Rating Sheets
Most Commonly Asked Interview Questions
Job Specification Sheet

Implementation strategies: Before this interviewing activity, students can call in (you can use two phones in the school building) to set up the interview for various job openings. Once the students gain an interview, establish a schedule for your guest interviewers. Invite area business persons, temporary agencies and community oriented persons to act as interviewers. Provide guidelines and questions for the interviewers. Students should know for what job they are applying. If enough staff are available it is fun and helpful to have a receptionist (use a student who is not participating in the mock interviews) on hand to rate the students also. After the interviews, the students and interviewers can meet as a group to give general comments.

Issues to be aware of: It is better if each student is interviewed by two different people to get an average on the rating sheets. Also the more practice students receive the better they become. If students are not familiar with the interviewer the more realistic this activity will be.

Length of time: Each interview lasts approximately 10 minutes.

INTERVIEW RATING SHEET

Name of participant: ____________________

Job applying for: ____________________

Instructions: Write in the appropriate score under the "Rating" column. The rating scale is 5 being the highest and 0 being the lowest. Where information or evidence is missing, assign a "0". Total the points. Make comments to help participants identify their strengths and weaknesses.

EVALUATION CRITERIA	POINTS	RATING	COMMENTS
INTERVIEW			
1. Interview attire suitable for specific job	5	____	
2. Verbal Communication			
*introduced themselves	5	____	
*clarity of expression	5	____	
*friendly	5	____	
*business like manner	5	____	
*volunteers conversation	5	____	
3. Nonverbal Communication			
*handshake offered	5	____	
*eye contact	5	____	
*business like manner	5	____	
*neatly groomed	5	____	
*good posture	5	____	
4. Personality			
*likeable	5	____	
*outgoing	5	____	
*confident	5	____	
5. Neatly Groomed	5	____	
Good Posture	5	____	
6. Job Knowledge			
*basic understanding of the job	5	____	
7. Job Qualifications	5	____	
APPLICATION OR RESUME			
1. Completeness	5	____	
2. Neatness	5	____	
TOTAL POINTS		____	

COMMON INTERVIEW QUESTIONS

1. Tell me about yourself.
2. Why have you held so many jobs?
3. What is your major weakness? Your major strength?
4. How much do you expect to be paid?
5. Why do you want to work for this company?
6. Why did you leave your last job?
7. Why is there a gap in your work history?
8. What do you do in your spare time?
9. What are your long range goals for the next 5 to 10 years?
10. Why should I hire you?
11. Do you have any special skills or abilities?
12. What is your most important achievement?
13. Why are you interested in this job?
14. What job have you enjoyed the most? The least? Why?
15. How do you feel about working overtime, odd hours?
16. When are you available for work?
17. What would your last employer say about you?
18. What machines or equipment can you operate?
19. What types of people do you like to work with?
20. Do you perform well under pressure?
21. What skills and traits do you have that will make you successful in this field?
22. Do you prefer working with others or alone? Why?
23. How do you handle criticism?
24. Do you smoke?
25. Would you be willing to take a drug test? Lie detector test? Physical exam?

26. What do you know about our company?

27. What would be your ideal job?

28. In what kind of surroundings are you most comfortable?

29. What led you to choose your field of major study?

30. What accomplishment has given you the most satisfaction? Why?

31. If you were hiring for this position, what qualities would you look for?

32. What school subjects did you like the best? Why?

33. What school subjects did you like the least? Why?

34. Do you have plans for continued study? An advanced degree?

35. What have you learned from your mistakes?

36. Are you willing to travel?

37. Will you relocate? Does relocation bother you?

38. Are you seeking employment in a company of a certain size?

39. What do you really want to do in life?

40. What do you expect to be earning in five years?

KEEPING YOUR JOB

KEEPING YOUR JOB

The activities in this section boost are intended to improve social skills as well as their ability to gain and maintain a job. Getting a job is sometimes the easy part, maintaining that job is more difficult!!

Employers have stated that the two important attributes they look for in a long term employee are good communication skills and the **"ability to get along with others"**.

The main reason young people lose their jobs is not due to lack of vocational skills, but usually because of inappropriate social skills and the inability to get along with co-workers. Lack of judgement skills, tardiness, immature actions, talking too much, and off task behavior are all common reasons why people are fired.

Appropriate social skills can be taught, practiced, and improved! The "T-Chart" activities in this section can be discussed, charted, role-played, and expanded to any applicable social skill.

All the activities in this manual are built on cooperative learning practices. Using "Cooperative Learning" activities and practices will strengthen the student's ability to get along with co-workers on the job, accept new ideas, and work more efficiently. There is a wealth of information on cooperative learning teaching techniques. These techniques stress working productively and efficiently in a group; the very skills that employers want their new co-workers to have.

These activities are just a starting point for teaching your students lifelong survival skills in the work world!

Activity: Dear Abby

Purpose: Students will solve job related dilemmas-problems and make decisions based on information given for each scenario.

Audience: Grades 7-12, Adult

Materials: Dear Abby Handouts

Implementation strategies: Break your students into groups of 3-4. Give each group of students one scenario at a time. They will all be working on the same exercise at the same time. Read over the situation and characters with the group. Have each group come up with one solution. Give the students a time limit. Have one person from each group give their report. Throughout the exercise everyone will get a chance to be a spokesperson.

Issues to be aware of: Stress to students there are no right or wrong answers. Encourage as many solutions as possible. Students can come up with their own scenarios. Have the students role play the different parts. You could give each group a different scenario and have them role play the different parts. Have a discussion with the class to find out who they would select. Have the students come up with actual problems that have actually happened to them. You could have a Dear Abby box in your room, students could put their problems in the box, if they wanted to stay anonymous.

Length of time: 30 - 45 minutes

DEAR ABBY - SCENE ONE

Mavis, Inc. is a manufacturing company. Management has decided to promote one of the computer operators from part time to full time with full benefits. Three people in that department have expressed interest to their supervisor for this position. You must decide who should get this promotion. There is room at the bottom of this page for your answers.

Maggie: Maggie is a single mother (28 years old), with two small children. Maggie is very punctual, always arrives to work early and is willing to stay late when needed. She has been with the company for five years.

George: George has been a loyal employee for 10 years. He is a few years away from retirement. George is very friendly and is in charge of the company Christmas party. He is very hard working. George does not have reliable transportation.

Martin: Martin has been with the company for two years. Martin has had perfect attendance for both years. Martin walks to work everyday. It takes Martin longer to learn a new skill than it does the other people in his department. Once he learns something though, he is error free.

I/We chose ____

For the following reasons ________________________________

____

____

____

____

DEAR ABBY - SCENE TWO

Mavis, Inc. is a manufacturing company. Management has decided that due to declining orders, one of the employees in the printing department must be laid off. Management has given you the names of three employees in that department, you must decide which one of these employees should be let go. All three employees started about the same time with the company. There is room at the bottom of this page for your answers.

Candy: Candy is married and has three children ages (two, four, & seven). She has had trouble keeping a sitter and has missed work because of this. She has missed four days out of the last three months. Candy is very productive.

Susan: Susan is single. Susan is very creative in her work, and is productive. Susan has been late for work three days and has missed two days out of the last month.

Elizabeth: Elizabeth is going through a divorce and has two children. Her attendance for work has been very good. She has missed only one day during the past three months. Because of the divorce, Elizabeth has been easily distracted. She could be more creative.

I/We chose

For the following reasons

DEAR ABBY - SCENE THREE

Mavis, Inc. is a manufacturing company. Management has decided to purchase a new delivery truck. This truck has air conditioning, is an automatic, has more storage space, better lighting, etc. You must decide which employee should receive the new company truck. There is room for your answers at the bottom of this page.

Julia: Julia has been with Mavis for three years. Her truck is 10 years old, is a five speed. Her truck has recently been wrecked when Lucas backed into it. Her driving record is good.

Lucas: Lucas has been with Mavis for 10 years. His truck is five years old, has no air conditioning, and is an automatic. Lucas has recently had an accident, backing into Julia's truck leaving it dented. Other than this recent mishap with Julia, his driving record is clean.

Joe: Joe has been with the company for 10 years. Joe has asthma. His truck is eight years old, is a four speed and has no air conditioning.

George: George has been with the company for 20 years. George is a heavy smoker. His truck is three years old, is an automatic, and has air conditioning.

Kevin: Kevin has been with the company for five years. His truck is six years old, has no air conditioning, and is an automatic. Kevin has had two speeding tickets in the last two years.

I/We chose ____

For the following reasons ____________________________________

____

____

____

____

Activity: Charting Your Course

Purpose: Students will understand what appropriate work behaviors look like and sound like.

Audience: Grades 7-12, Adult

Materials: Positive work behaviors to chart your course to success handout
Blank T-Chart handout
Listening T-Chart sample
Keeping your cool T-Chart sample
Staying on task T-Chart sample

Implementation strategies: T-Charts are a way of writing down information in a concise form, describing what certain behaviors "looks like" and "sounds like." students will be more in tune with that behavior. This will also teach them how to act in certain situations on the job.

These charts could also be used to work on specific behaviors you want in the classrooms such as; working together as a group, encouraging each other with positive comments, etc.

Students should design their own T-Charts, taking behaviors from the list on Positive Work Behaviors handout charting what these behaviors look and sound like.

Variations: Feel free to add your own samples

POSITIVE WORK BEHAVIORS TO CHART YOUR COURSE TO SUCCESS

1. Listening
2. Keeping your cool
3. Staying on task
4. Working fast
5. Being on time
6. Making good decisions
7. Asking appropriate questions on the job
8. Learn and follow company rules
9. Getting along with others
10. Keeping busy

____

T-CHART

Looks Like	Sounds Like

LISTENING
T-CHART

Looks Like	Sounds Like
Eye contact	Quiet
Nodding your head	Hmm, Hmm
Taking notes	Sounds of agreement or understanding ("I see", "I understand", "OK")
Concentrating	
Standing or sitting still	Occasional questions
Not interrupting	Pen writing

KEEPING YOUR COOL
T-CHART

Looks Like	Sounds Like
Taking deep breath	Counting to 10 in a calm manner
Calm exterior	
Relaxed	Talking it over with supervisor or teacher
Hands relaxed (no clenched fists)	Discuss with co-worker from "I" perspective- I feel overworked because...... I am upset that................ I feel ignored when............
Hands to yourself	
Excusing yourself appropriately from situation (restroom, breakroom, locker, getting a pop if allowed)	
Patience	

STAYING ON TASK
T-CHART

Looks Like	Sounds Like
Busy	No unnecessary conversation
Hands moving	Equipment running
Working steadily	Noise of "tools of trade"
Concentrating	Quiet
Not socializing	
Staying in your work area	
Work area arranged efficiently	
Walking quickly (if necessary for job)	
Machine on and running (if necessary for job)	
Work area stocked	

Activity: Learn These Skills Or Get Fired

Purpose: Students will be able so see their strong and weak areas related to employment and brainstorm ways to strengthen their weak skills.

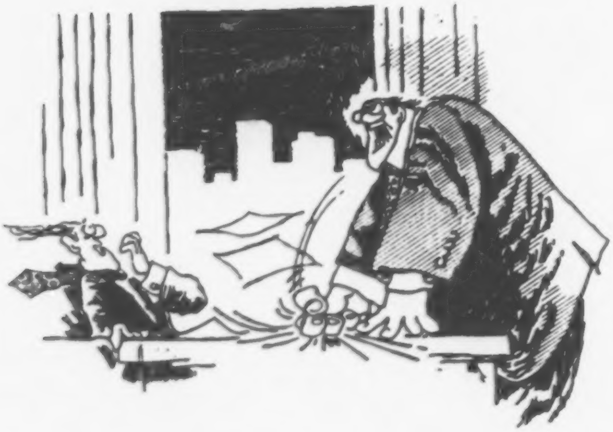
Audience: Grades 7-12, Adult

Materials: Learn These Skills Or Get Fired Worksheet

Implementation Strategies: Give each student a "Learn These Skills Or Get Fired Worksheet." Read through the statements with the students, have them check the appropriate box (always, sometimes, or never) for each statement. When finished, have the students go back and think of ways to strengthen that skill. What can they do to improve on that statement? If your student is not working at the present time, you can have them relate this to their school work.

Length of time: 30 minutes

Evaluation of activity: This activity allows students to see what an employer wants in an employee. It allows them to see what areas they need to improve on.



LEARN THESE SKILLS OR GET FIRED

Rate yourself on the following work related behaviors.
A=Always
S=Sometimes
N=Never

Work Related Behavior	A	S	N	Ways To Strengthen
1. Checks own work				
2. Corrects mistakes				
3. Works continuously at a job station for specified amount of time				
4. Uses appropriate safety gear				
5. Keeps work area clean				
6. Works faster when asked to do so				
7. Completes work by specified time				
8. Arrives on time				
9. Returns promptly from breaks, lunch, and restroom				
10. Observes work/school rules				
11. Does not leave without permission				
12. Dresses appropriately for work/school				
13. Keeps hair and nails clean				
14. Engages in appropriate conversation				
15. Interacts with co-workers-students at appropriate times				

Activity: Throw Your Troubles Away

Purpose: Students will learn how to solve work related problems

Audience: Grades 7-12, Adult

Materials: Problem Resolution List
Ball of yarn

Implementation strategies: Your group of students should sit around in a circle. Post your Problem Resolution list in a place in the room where everyone can see it. Give the ball of yarn to someone in the group. That person has to name a problem that they have experienced personally or from the list. They hold the end of string and throw the ball to someone else in the circle. The person they throw the ball to must name a resolution to the problem. For example, if the first person said they have trouble getting to work or school on time, the second person may suggest to them to get an alarm clock or get to bed earlier. The second person then throws to a third person, while holding their end of the string. That third person must name another resolution to that same problem. When enough answers have been given to that problem, then someone (whoever has the ball of string) names a new problem. You will start to make a spiders web with the yarn. Each person who receives the yarn must then hold the end before throwing to someone else.

Length of time: 30 minutes

Variations: If you do not want to use the yarn, you can use a ball or a koosh ball instead.

PROBLEM RESOLUTION LIST

Arrive late for work

Makes numerous mistakes

Does not use proper safety equipment

Does not follow directions

Work area is messy

Works too slow

Returns from lunch and breaks late

Leaves work station without permission

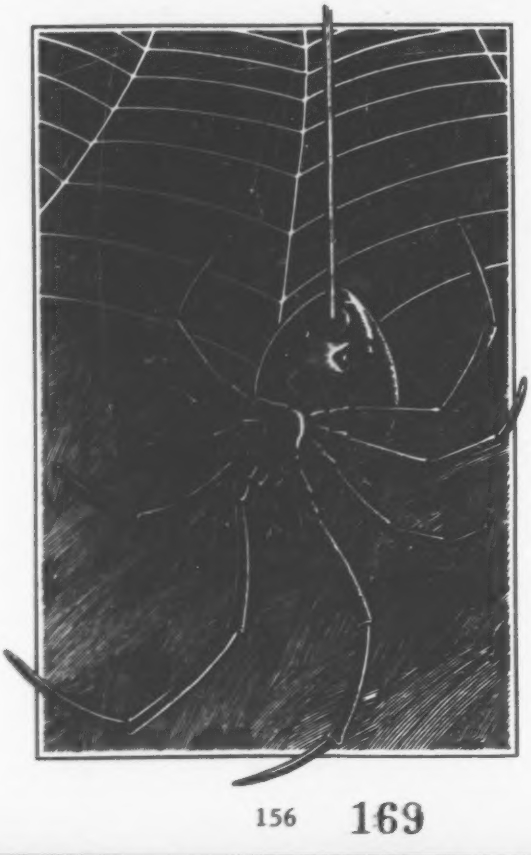
Misses too many work days

Does not dress appropriately for work/school

Does not come to work/school clean

Is unfriendly

Talks to co-workers too much or at inappropriate times



Activity: How To Read & Copy Your Work Schedule

Purpose: Students will have the chance to learn different ways companies post work schedules

Audience: Grades 7-12, Adult

Materials: Work Schedule Handout
Work Schedule Worksheet
Pocket calendars or copies of a page of a calendar

Implementation strategies: Discuss the meanings of the different abbreviations used on the work schedule handout. Explain how work schedules are posted different ways at different companies. Make a larger scale work schedule out of construction paper or cardboard. Using the Work schedule handout as a guide, write your students names on the work schedule. Have them write down their schedule on a pocket calendar or you could copy a page from a calendar for them to use. Have the students check each others schedule to see if they have down the correct times to work. Be sure to discuss with the students why it is important to check and copy correctly their schedule for the whole week.

Length of time: 45 minutes

WORK SCHEDULE HANDOUT

MAVIS, INC.

EMPLOYEE NAME	MON	TUES	WEDS	THURS	FRI	SAT	SUN
Kurt	8-5	Off	12-9	Off	8-5	8-5	12-6
Adam	12-9	12-9	Off	8-5	10-7	12-9	Off
Amy	8-5	8-5	Off	12-9	12-9	10-7	Off
Lucas	10-7	8-5	8-5	8-5	Off	Off	12-6
Michelle	Off	Off	10-7	10-7	8-5	8-5	12-6
Todd	8-5	Off	12-9	Off	8-5	8-5	12-6
B.J.	Off	Off	10-7	10-7	8-5	8-5	12-6
Noah	10-7	8-5	8-5	8-5	Off	Off	12-6
Kevin	12-9	12-9	Off	8-5	10-7	12-9	Off

WORK SCHEDULE WORKSHEET

MAVIS, INC.

EMPLOYEE NAME	MON	TUES	WEDS	THURS	FRI	SAT	SUN

Activity: Show A Positive Attitude

Purpose: Students will learn how your attitude can impact your job situation

Audience: Grades 7-12, Adult

Materials: Show A Positive Attitude Handout

Implementation Strategies: Read over the handout with the students. Ask them why they feel people get fired from their jobs. Sometimes they can not do their job, but more often it is because of a poor attitude. Set up some role playing with the students. Have them role play positive vs. negative attitudes.

Length of time: 15 minutes
45 minutes with role playing

SHOW A POSITIVE ATTITUDE

Do you know why people get fired? Sometimes it is because they cannot do the job. More often it is because of a poor attitude. In fact, the main reason young workers lose jobs is a poor attitude.

Your attitude is your outlook on life. It is shown by your behavior. Your attitude forms over the years, beginning when you are a small child.

A good attitude is sometimes called a positive attitude. A poor attitude is negative. If you always look for the good in things, you have a positive attitude.

If you look only at the bad side of things, you may have a negative attitude. Those with negative attitudes often feel that they are treated unfairly. They may not like people much. If this is you, you can change! You can do a lot to become the person you want to be.

You can form a more positive attitude. It takes practice. The chart below lists the behavior shown by those who have positive and negative attitudes. You must practice being positive. Do this while you are young. The longer you wait, the harder it is to change your attitude.

	POSITIVE ATTITUDE		NEGATIVE ATTITUDE
1.	Smiles easily	1.	Does not smile much
2.	Almost never complains	2.	Complains about everything
3.	Can see the other person's point of view	3.	Cannot see the other persons point of view
4.	Admits mistakes	4.	Blames mistakes on others
5.	Willing to change	5.	Not willing to change
6.	Does not criticize others	6.	Very critical of others
7.	Thinks of what is good for or helpful to others	7.	Thinks only of what is "good for me"
8.	Respects the opinions of others	8.	Tries to force opinions on others
9.	Never makes excuses	9.	Often makes excuses
10.	Has many interests	10.	Few interests, often bored

NOTE: MOST PEOPLE HAVE SOME POSITIVE AND SOME NEGATIVE TRAITS.

Activity: GRIPE Session

Purpose: Students will have an opportunity to share their feelings and concerns in a controlled environment.

Audience: Chalkboard, if available
G R I P E Guide Sheet

Implementation strategies: Pass out the 'GRIPE guide sheet or write the letters G R I P E on the chalkboard. Using the letters GRIPE. ask the students to share their feelings about their job or school using each letter. For example, 'G' can be something Great, or Good. 'R' can be Ridiculous, etc.

Issues to be aware of: With the facilitator in control, this can be a beneficial group session. It is a good time for the students to express their feeling.

Length of time: 30 - 60 minutes

'GRIPE' Guide Sheet

DISCUSS YOUR FEELINGS ABOUT YOUR JOB.

G	Good - Great
R	Ridiculous - Right
I	Ideal - Irritating
P	Petty - Perfect - Positive
E	Excellent - Energetic

MONEY MANAGEMENT

MONEY MANAGEMENT

Managing your paycheck can be just as overwhelming as learning a new job. Many students have never had a bank account, written a check, made any large purchases (such as a car), or used financial credit.

There are many opportunities for decision making and goal setting once a young person earns a paycheck. The activities in this section are designed to help young people feel more comfortable and competent when budgeting, spending, and saving their money.

Once you have a job there are many choices to make that include money. How will I get to work? Will I drive or can I ride a bus? Can I afford to buy a car? What kind of a car should I purchase? Do I make enough money for car insurance? How should I budget my money to allow for gas money, work clothes, and lunch money and still have enough to pay monthly expenses if I want to move out on my own? Where can I rent an apartment that is close to my job? You can assist your students to answer some of these questions as you do the budgeting and checkbook activities.

Some of your additional activities in this section will depend upon the functioning level of your students, the geographic area, socioeconomic values in the community, etc. The checking account activities may be altered to working with a savings account. This is a good place to bring in local speakers to address banking options, payroll deductions or automatic withdrawal to pay certain bills, financing large items through credit, insurance, and personal budgeting. Someone from the power and light company could speak about how to reduce energy costs. The possibilities are endless!

This is a fun section and the students learn many useful skills.

Activity:	Parts Of A Check
Purpose:	Students will learn the meanings of all the parts of a check.
Audience:	Grades 7-12, Adult
Materials:	Parts of a check, Handout Parts of a check, Answer Sheet Money and Banking, Handout

Implementation strategies: Give all students a copy of the handout. Go over all the parts with them. After they are familiar with the check have them read over the paragraphs and attempt to fill out the checks.

Issues to be aware of: If your students are having trouble filling out the checks properly, you may want to copy the blank check several times and give the students additional problems to give them more practice.

Length of time: 20 minutes

PARTS OF A CHECK

Below you have two blank checks. Completely fill out the checks using the information above each check. Use your money and banking handout to assist you.

You are purchasing a stereo for your car from Car Tunes today. The stereo cost $96.73. Fill out the check below to pay for your stereo.

Your Name
500 Main Street
Anytown, USA 00123

12345-678

________________ 19__

Pay To The Order Of ______________________________ $________

____ Dollars

Memo______________________ ______________________________

123456=789

You are buying two cassette tapes from The Sound Connection to play in your new car stereo, today. The tapes cost $19.68. Fill out the check below to pay for the cassette tapes.

Your Name
500 Main Street
Anytown, USA 00123

12345-678

________________ 19__

Pay To The Order Of ______________________________ $________

____ Dollars

Memo______________________ ______________________________

123456=789

PARTS OF A CHECK
ANSWER SHEET

You are purchasing a stereo for your car from Car Tunes today. The stereo cost $96.73. Fill out the check below to pay for your stereo.

Your Name 12345-678
500 Main Street
Anytown, USA 00123 Today's Date 19__

Pay To The Order Of Car Tunes $96.73

Ninety-six and 73/100----------------------------Dollars

Memo Car Stereo Your Signature
123456=789

You are buying two cassette tapes from The Sound Connection to play in your new car stereo, today. The tapes cost $19.68. Fill out the check below to pay for the cassette tapes.

Your Name 12345-678
500 Main Street
Anytown, USA 00123 Today's Date 19__

Pay To The Order Of The Sound Connection $19.68

Nineteen and 68/100------------------------------Dollars

Memo Two cassette tapes Your Signature
123456=789

MONEY AND BANKING

The following is a list of numbers and how they are written.

1 - one
2 - two
3 - three
4 - four
5 - five
6 - six
7 - seven
8 - eight
9 - nine

10 - ten
11 - eleven
12 - twelve
13 - thirteen
14 - fourteen
15 - fifteen
16 - sixteen
17 - seventeen
18 - eighteen

19 - nineteen
20 - twenty
30 - thirty
40 - forty
50 - fifty
60 - sixty
70 - seventy
80 - eighty
90 - ninety
100 - one hundred

You will need to learn how to write the dollars and cents.

$11.18	Eleven and 18/100..................dollars
$17.41	Seventeen and 41/100...............dollars
$22.16	Twenty-two and 16/100..............dollars
$38.61	Thirty-eight and 61/100............dollars
$84.76	Eighty-four and 76/100.............dollars
$41.42	Forty-one and 42/100...............dollars
$67.44	Sixty-seven and 44/100.............dollars
$59.01	Fifty-nine and 01/100..............dollars
$75.00	Seventy-five.......................dollars
$90.99	Ninety and 99/100..................dollars
$146.33	One hundred forty-six and 33/100....dollars
$100.50	One hundred and 50/100.............dollars
$258.44	Two hundred fifty-eight and 44/100..dollars

Activity: Balancing Your Checking Account

Purpose: Students will learn the importance of balancing their monthly bank statements

Audience: Grades 7-12, Adult

Materials: Blank Bank Statements, Handout
Bank Statement Example, Handout

Implementation strategies: Tell the students that this is only an example and not all banks use the same type of statements. When they finally open their own accounts, students will have to accustom themselves to their banks style. Go over the different parts of the bank statement so they will be familiar with it.

Issues to be aware of: Depending on the ability of your students, this activity may take longer.

Length of time: 20 minutes

JOB CLUB BANK

Account Number

Statement Date

Previous Balance	# Credits	Credit Amount	# Debits	Debit Amount	Activity Charge	Ending Balance

Date	Transaction Description	Amount	Balance

Suggested Instructions For Balancing Either Your Checking Or Savings Account.

1. Enter ending balance from statement $________(1)

2. List deposits/credits made after statement date

Date	Amount

Total of above deposits/credits. $________(2)

3. Sub Total (#1 plus #2) $________(3)

4. List checks/withdrawals/debits not yet paid by bank

Check # or Date	Amount

Total of above checks/withdrawals/debits. $________(4)

5. Revised bank balance (#3 minus #4) $________(5)

6. Your register balance (minus any service charges plus any interest paid) should be the same as your revised bank balance. $________(6)

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ACCOUNT

Telephone us at 1-513-555-1900 or write us at

The Job Club Bank
Customer Service Dept.
5956 Great Oaks Drive
Cincinnati, OH 45000

Please include your account number and statement date with inquiry.

JOB CLUB BANK

The Provident Bank

Cincinnati, Ohio

CHECKING ACCOUNT NUMBER
4532-98

DATE OF STATEMENT
2-28-91

Student Name

BALANCE FROM PREVIOUS STATEMENT	NUMBER OF + CREDITS	AMOUNT OF DEPOSITS AND CREDITS	NUMBER OF DEBITS	AMOUNT OF WITHDRAWALS AND DEBITS	TOTAL ACTIVITY CHARGE	STATEMENT BALANCE
0.00	4	872.00	17	628.39		243.61

DATE	CODE	TRANSACTION DESCRIPTION	TRANSACTION AMOUNT	ACCOUNT BALANCE
2-7		Deposit	218.00+	218.00
2-14		Deposit	218.00+	436.00
2-14		Check 101	210.00	226.00
2-14		check 102	10.60	215.40
2-14		Check 103	33.91	181.49
2-14		Check 104	4.15	177.34
2-14		Check 105	13.10	164.24
2-21		Deposit	218.00+	382.24
2-21		Check 106	123.00	259.24
2-21		Check 107	34.12	225.12
2-21		Check 108	3.95	221.17
2-21		Check 109	15.70	205.47
2-21		Check 110	15.00	190.47
2-28		Deposit	218.00+	408.47
2-28		Check 111	72.80	335.67
2-28		Check 112	20.51	315.16
2-28		Check 113	5.75	309.41
2-28		Check 114	31.25	278.16
2-28		Check 115	4.55	273.61
2-28		Check 116	25.00	248.61
2-28		Check 117	5.00	243.61

Activity:	Bank Statement Vocabulary
Purpose:	Students will become familiar with the vocabulary used on a bank statement.
Audience:	Grades 7-12, Adult
Materials:	Bank Statement Vocabulary, Handout Bank Statement Worksheet, Handout Bank Statement Worksheet, Answer Sheet

Implementation strategies: Have students look over the bank statement vocabulary handout. Go over the words, definitions, and questions asked on worksheet with students. You will also have to review the questions asked on the worksheet. When they feel comfortable with the words, you can give them the bank statement worksheet to complete on their own. If you wish, could be used as a test.

Issues to be aware of: It would be helpful for the students to complete this activity before beginning money management.

Length of time: 45 minutes

BANK STATEMENT VOCABULARY HANDOUT

Debit- Money going out of your account

Credit- Money added to your account

Balance- The money remaining after all debits and credits are made

Opening Balance- The balance in the account when it was first opened

Deposit- Money you put into your account

Service Charge- Money the bank charges you for preparing your statement

Activity Charge- Money the bank charges you for handling your account

Closing Balance- Balance at the date the bank statement was made

Checks- A written order to a person's bank to pay money from his checking account to someone else's

Statement- Lists all the canceled checks, deposits, and your present balance

Account Number- The number of your checking account with the bank

Withdrawal- To remove money from your account

Previous Balance- Balance prior to this statement

Transaction- A business deal

Cancelled Check- A check that has been cashed and marked "paid"

Outstanding Check- A check that has not been paid and canceled at the time of the statement

BANK STATEMENT VOCABULARY WORKSHEET

1. Most banks send out a bank statement ____________________________.
   - A. Once a year
   - B. Once a month
   - C. Once a week

2. Along with the bank statement, the bank sends you your _________.
   - A. Blank personal checks
   - B. Outstanding checks
   - C. Canceled checks

3. The beginning balance shown on a bank statement is _____________.
   - A. The balance in the account at the start of the time the bank statement covers.
   - B. The balance in the account at the end of the time the bank statement covers.
   - C. The balance in the account when it was first opened.

4. An outstanding check is a check that ___________________________.
   - A. Has been paid and canceled at the time of the statement.
   - B. Is listed last on the bank statement.
   - C. Has not been paid and canceled at the time of the statement.

5. The closing date on a bank statement is ________________________.
   - A. The date the checking account was closed forever.
   - B. The date the bank statement was made out.
   - C. The date the first check on the bank statement was canceled.

6. The ending balance shown on a bank statement is ________________.
   - A. The balance in the account at the start of the time the bank statement covers.
   - B. The balance in the account at the end of the time the bank statement covers.
   - C. The balance in the account when it is closed forever.

7. A canceled check is a check that _______________________________.
   - A. Was torn up because it was not written right.
   - B. Was returned because the account didn't have enough money to cover it.
   - C. Has been cashed and marked "paid".

8. The bank statement lists all the ________________________ checks.
   - A. Outstanding
   - B. Canceled
   - C. Torn up

9. A canceled check is ____.
   - A. Proof you paid a bill
   - B. Not useful for anything
   - C. A check that has been torn up

BANK STATEMENT VOCABULARY WORKSHEET
ANSWER SHEET

1. Most banks send out a bank statement _____B_____.
   - A. Once a year
   - B. Once a month
   - C. Once a week

2. Along with the bank statement, the bank sends you your __C__.
   - A. Blank personal checks
   - B. Outstanding checks
   - C. Canceled checks

3. The beginning balance shown on a bank statement is ___A___.
   - A. The balance in the account at the start of the time the bank statement covers.
   - B. The balance in the account at the end of the time the bank statement covers.
   - C. The balance in the account when it was first opened.

4. An outstanding check is a check that _____C_____.
   - A. Has been paid and canceled at the time of the statement.
   - B. Is listed last on the bank statement.
   - C. Has not been paid and canceled at the time of the statement.

5. The closing date on a bank statement is _____B_____.
   - A. The date the checking account was closed forever.
   - B. The date the bank statement was made out.
   - C. The date the first check on the bank statement was canceled.

6. The ending balance shown on a bank statement is ___B___.
   - A. The balance in the account at the start of the time the bank statement covers.
   - B. The balance in the account at the end of the time the bank statement covers.
   - C. The balance in the account when it is closed forever.

7. A canceled check is a check that _____C_____.
   - A. Was torn up because it was not written right.
   - B. Was returned because the account didn't have enough money to cover it.
   - C. Has been cashed and marked "paid".

8. The bank statement lists all the _____B_____ checks.
   - A. Outstanding
   - B. Canceled
   - C. Torn up

9. A canceled check is _____A_____.
   - A. Proof you paid a bill
   - B. Not useful for anything
   - C. A check that has been torn up

Activity: Bills, Bills, Bills.................

Purpose: Students will receive bills, learn to write checks to pay these bills, make deposits and keep their checkbook balances

Audience: Grades 7-12, Adult

Materials: Students copy of checks and deposit slips
Handout of bills
Bills made out by you on index cards
(see sample bills for persons #1, 2 & 3)
Paycheck handouts

Implementation strategies: This activity will work best if the students have six to eight job club meetings to complete this activity. Give all your students a mock job with a paycheck for 4 weeks, (They will receive a paycheck each week during this activity. Bills and paychecks should be based on what would be received in a normal month of housekeeping. We feel it best to start the students out with a beginning balance in their accounts ($150.00 seems to work well). The students should have weekly bills (see handout of bills). Try to make this as real to the students as possible. Make each student a folder using either a file folder or a pocket folder. In this folder should be their checkbook & bills due for that week along with their paycheck.

Issues to be aware of: When introducing this activity to your students, you may want toinclude only two or three bills for the first job club meeting of this activity. Discuss with the students the importance of budgeting your money. They should make sure they have enough money in their accounts to pay their bills for that week.

Length of time: 6-8 job club meetings (each lasting 45 minutes to 1 hour)

Modifications: Give each student a different amount on their bills. Example: If you have ten students you should have at least ten different bills for electric, telephone, rent, entertainment, groceries, etc. They should receive a different amount on their next week's grocery bill. For rent you can either submit them a bill or have them look through the local newspaper and have them choose an apartment and pay the advertised amount or call the apartment manager and find out the amount for rent.

101

Date________19____
To____________________
For___________________
****

Bal For'd	______	__
Deposits	______	__
Total	______	__
This Check	______	__
Bal For'd		

____
____
____

101

____________________19____

Pay To The Order Of_________________________ $__________

____ Dollars

JOB CLUB BANK-PRACTICE ONLY

Memo_____________________ ________________________________

=987654=321=

102

Date________19____
To____________________
For___________________
****

Bal For'd	______	__
Deposits	______	__
Total	______	__
This Check	______	__
Bal For'd		

____
____
____

102

____________________19____

Pay To The Order Of_________________________ $__________

____ Dollars

JOB CLUB BANK-PRACTICE ONLY

Memo_____________________ ________________________________

=987654=321=

103

Date________19____
To____________________
For___________________
****

Bal For'd	______	__
Deposits	______	__
Total	______	__
This Check	______	__
Bal For'd		

____
____
____

103

____________________19____

Pay To The Order Of_________________________ $__________

____ Dollars

JOB CLUB BANK-PRACTICE ONLY

Memo_____________________ ________________________________

=987654=321=

104

Date________19____
To________________
For_______________
****

Bal For'd		
Deposits		
Total		
This Check		
Bal For'd		

104

________19____

Pay To The Order Of____________________ $________

________________________________Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo________________ ________________________
=987654=321=

105

Date________19____
To________________
For_______________
****

Bal For'd		
Deposits		
Total		
This Check		
Bal For'd		

105

________19____

Pay To The Order Of____________________ $________

________________________________Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo________________ ________________________
=987654=321=

106

Date________19____
To________________
For_______________
****

Bal For'd		
Deposits		
Total		
This Check		
Bal For'd		

106

________19____

Pay To The Order Of____________________ $________

________________________________Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo________________ ________________________
=987654=321=

107

Date________19____
To____________________
For___________________
****

Bal For'd	_____	__
Deposits	_____	__
Total	_____	__
This Check	_____	__
Bal For'd		

____
____
____

107

____________________19____

Pay To The Order Of________________________ $__________

____Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo____________________ ______________________________
=987654=321=

108

Date________19____
To____________________
For___________________
****

Bal For'd	_____	__
Deposits	_____	__
Total	_____	__
This Check	_____	__
Bal For'd		

____
____
____

108

____________________19____

Pay To The Order Of________________________ $__________

____Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo____________________ ______________________________
=987654=321=

109

Date________19____
To____________________
For___________________
****

Bal For'd	_____	__
Deposits	_____	__
Total	_____	__
This Check	_____	__
Bal For'd		

____
____
____

109

____________________19____

Pay To The Order Of________________________ $__________

____Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo____________________ ______________________________
=987654=321=

110

Date________19____
To________________
For_______________
****

Bal For'd		
Deposits		
Total		
This Check		
Bal For'd		

110

______________19____

Pay To The Order Of____________________ $________

____________________________________ Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo________________ ________________________
=987654=321=

111

Date________19____
To________________
For_______________
****

Bal For'd		
Deposits		
Total		
This Check		
Bal For'd		

111

______________19____

Pay To The Order Of____________________ $________

____________________________________ Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo________________ ________________________
=987654=321=

112

Date________19____
To________________
For_______________
****

Bal For'd		
Deposits		
Total		
This Check		
Bal For'd		

112

______________19____

Pay To The Order Of____________________ $________

____________________________________ Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo________________ ________________________
=987654=321=

113

Date________19____
To__________________
For_________________
****

Bal For'd	_____	__
Deposits	_____	__
Total	_____	__
This Check	_____	__
Bal For'd		

113

____________________19____

Pay To The Order Of_____________________ $_________

____Dollars

JOB CLUB BANK-PRACTICE ONLY

Memo_________________ __________________________

=987654=321=

114

Date________19____
To__________________
For_________________
****

Bal For'd	_____	__
Deposits	_____	__
Total	_____	__
This Check	_____	__
Bal For'd		

114

____________________19____

Pay To The Order Of_____________________ $_________

____Dollars

JOB CLUB BANK-PRACTICE ONLY

Memo_________________ __________________________

=987654=321=

115

Date________19____
To__________________
For_________________
****

Bal For'd	_____	__
Deposits	_____	__
Total	_____	__
This Check	_____	__
Bal For'd		

115

____________________19____

Pay To The Order Of_____________________ $_________

____Dollars

JOB CLUB BANK-PRACTICE ONLY

Memo_________________ __________________________

=987654=321=

116

Date________19____
To________________
For_______________
****

Bal For'd	______	__
Deposits	______	__
Total	______	__
This Check	______	__
Bal For'd		

116

_______________19____

Pay To The Order Of____________________ $_________

____ Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo_________________ ___________________________
=987654=321=

117

Date________19____
To________________
For_______________
****

Bal For'd	______	__
Deposits	______	__
Total	______	__
This Check	______	__
Bal For'd		

117

_______________19____

Pay To The Order Of____________________ $_________

____ Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo_________________ ___________________________
=987654=321=

118

Date________19____
To________________
For_______________
****

Bal For'd	______	__
Deposits	______	__
Total	______	__
This Check	______	__
Bal For'd		

118

_______________19____

Pay To The Order Of____________________ $_________

____ Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo_________________ ___________________________
=987654=321=

119

Date________19____
To________________
For_______________
****

Bal For'd ______ __
Deposits ______ __
Total ______ __
This Check ______ __
Bal For'd

119

________________19____

Pay To The Order Of____________________ $________

Dollars

JOB CLUB BANK-PRACTICE ONLY

Memo________________ ________________________

=987654=321=

120

Date________19____
To________________
For_______________
****

Bal For'd ______ __
Deposits ______ __
Total ______ __
This Check ______ __
Bal For'd

120

________________19____

Pay To The Order Of____________________ $________

Dollars

JOB CLUB BANK-PRACTICE ONLY

Memo________________ ________________________

=987654=321=

121

Date________19____
To________________
For_______________
****

Bal For'd ______ __
Deposits ______ __
Total ______ __
This Check ______ __
Bal For'd

121

________________19____

Pay To The Order Of____________________ $________

Dollars

JOB CLUB BANK-PRACTICE ONLY

Memo________________ ________________________

=987654=321=

122

Date________19____
To________________
For_______________
****

Bal For'd	______	__
Deposits	______	__
Total	______	__
This Check	______	__
Bal For'd		

122

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____
____

________________19____

Pay To The Order Of______________________ $_________

____ Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo__________________ __________________________
=987654=321=

123

Date________19____
To________________
For_______________
****

Bal For'd	______	__
Deposits	______	__
Total	______	__
This Check	______	__
Bal For'd		

123

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________________19____

Pay To The Order Of______________________ $_________

____ Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo__________________ __________________________
=987654=321=

124

Date________19____
To________________
For_______________
****

Bal For'd	______	__
Deposits	______	__
Total	______	__
This Check	______	__
Bal For'd		

124

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________________19____

Pay To The Order Of______________________ $_________

____ Dollars
JOB CLUB BANK-PRACTICE ONLY

Memo__________________ __________________________
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Date______________19_____

DEPOSIT TICKET
JOB CLUB BANK
PRACTICE ONLY

=987654=321=

CURRENCY.....		
COIN.........		
C............		
H............		
E............		
C.............		
K............		
S............		
TOTAL........		
LESS CASH....		
TOTAL DEPOSIT		

____
____
____

Date______________19_____

DEPOSIT TICKET
JOB CLUB BANK
PRACTICE ONLY

=987654=321=

CURRENCY.....		
COIN.........		
C............		
H............		
E............		
C.............		
K............		
S............		
TOTAL........		
LESS CASH....		
TOTAL DEPOSIT		

____
____
____

Date______________19_____

DEPOSIT TICKET
JOB CLUB BANK
PRACTICE ONLY

=987654=321=

CURRENCY.....		
COIN.........		
C............		
H............		
E............		
C.............		
K............		
S............		
TOTAL........		
LESS CASH....		
TOTAL DEPOSIT		

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____

Date______________19_____

DEPOSIT TICKET
JOB CLUB BANK
PRACTICE ONLY

=987654=321=

CURRENCY.....		
COIN.........		
C............		
H............		
E............		
C.............		
K............		
S............		
TOTAL........		
LESS CASH....		
TOTAL DEPOSIT		

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____
____

Date______________19_____

DEPOSIT TICKET
JOB CLUB BANK
PRACTICE ONLY

=987654=321=

CURRENCY.....		
COIN.........		
C............		
H............		
E............		
C.............		
K............		
S............		
TOTAL........		
LESS CASH....		
TOTAL DEPOSIT		

____
____
____

Date______________19_____

DEPOSIT TICKET
JOB CLUB BANK
PRACTICE ONLY

=987654=321=

CURRENCY.....		
COIN.........		
C............		
H............		
E............		
C.............		
K............		
S............		
TOTAL........		
LESS CASH....		
TOTAL DEPOSIT		

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____

Date____________19_____

DEPOSIT TICKET
JOB CLUB BANK
PRACTICE ONLY

=987654=321=

CURRENCY.....		
COIN.........		
C............		
H............		
E............		
C.............		
K............		
S............		
TOTAL........		
LESS CASH....		
TOTAL DEPOSIT		

____
____
____

Date____________19_____

DEPOSIT TICKET
JOB CLUB BANK
PRACTICE ONLY

=987654=321=

CURRENCY.....		
COIN.........		
C............		
H............		
E............		
C.............		
K............		
S............		
TOTAL........		
LESS CASH....		
TOTAL DEPOSIT		

____
____
____

Date____________19_____

DEPOSIT TICKET
JOB CLUB BANK
PRACTICE ONLY

=987654=321=

CURRENCY.....		
COIN.........		
C............		
H............		
E............		
C.............		
K............		
S............		
TOTAL........		
LESS CASH....		
TOTAL DEPOSIT		

Sample Bills For Person #1

Monthly

Bill	Pay To The Order Of	Amount
Rent	Tall Oaks Apartments	$225.00
Utilities	Gas & Electric Company	57.37
Telephone	Cincinnati Bell	20.54
Car Payment	Ford Motor Company	165.00
Gasoline	Shell Credit Card	24.46
Cable (optional)	Warner Cable	14.35
Renters Insurance	All State Insurance Co.	6.19

Weekly

Bill	Pay To The Order Of	Amount
Groceries	May's Market	$35.60
Laundry	Duds & Suds	5.50
Entertainment	Loews Cinemas	9.25
Chance Card	Clermont TV - TV Repair	27.05

Sample Bills For Person #2

Monthly

Bill	Pay To The Order Of	Amount
Rent	Beechwood Villa	$175.00
Utilities	Dayton Power & Light	67.49
Telephone	A. T. & T.	25.62
Car Payment	First National Bank	123.00
Gasoline	Sohio Credit Card	29.82
Cable (optional)	Warner Cable	13.60
Renters Insurance	Safeco Insurance Company	9.15

Weekly

Bill	Pay To The Order Of	Amount
Groceries	Krogers	$31.28
Laundry	Sparkle Cleaners	4.15
Entertainment	Concert Tickets	19.50
Chance Card	You receive a birthday present of $25.00 from your grandparents	25.00

Sample Bills For Person #3

Monthly

Bill	Pay To The Order Of	Amount
Rent	Salem Apartments	$190.00
Utilities	Cincinnati Gas & Electric	52.25
Telephone	Cincinnati Bell	27.55
Car Payment	Fifth Third Bank	119.25
Gasoline	BP Credit Card	33.59
Cable (optional)	Warner Cable	11.78
Renters Insurance	Nationwide Insurance	8.23

Weekly

Bill	Pay To The Order Of	Amount
Groceries	Thriftway Foods	$29.84
Laundry	Dutch Girl Cleaners	5.75
Entertainment	Eagle Bowling Lanes	10.70
Chance Card	You buy new shoes for work Kinney Shoes	17.60

Activity: And More Bills!

Purpose: Students will become familiar with how to read actual household bills.

Audience: Grades 7-12, Adult

Materials: Actual bills of your own
Electric*
Telephone*
Water*, etc.
Charge cards*
*Block out the name, address, and change the number if necessary

Implementation strategies: Ask the students to find specific items on the bills. For example: due date, meter readings, previous balance, account number, past due amount, etc.

Issues to be aware of: Students may not understand the terms on a bill. You may need to discuss the meanings with the students. Include this activity in the middle of your check writing with a fun activity to break up the unit and keep it interesting.

Length of time: 15-30 minutes

Activity: Job Club AUCTION

Purpose: Students will learn how to participate in an auction.

Audience: Grades 7 - 12, Adult

Materials: Items to sell in the auction
Students' Job Club "Checkbooks

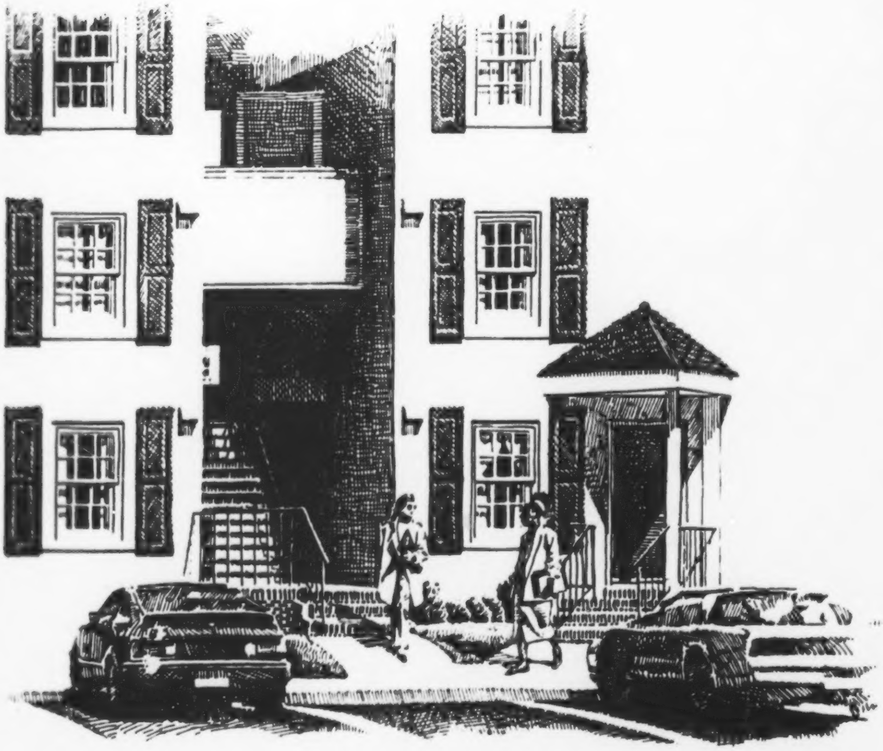
Implementation strategies: Establish an auctioneer. Provide items to be sold or ask students to bring in items from home. Items could be paid for in several different ways.

1. Before the auction, the students write a 'check' for the amount they have in their checking account, and receive 'cash' to spend at the auction. They pay a cashier each time they purchase an item.
2. As they bid and buy the items, someone can record and tally the purchase price and who bought the item, and at the end of the auction, the students write a 'check' for the total amount.
3. The students write a 'check' each time they purchase an item and pay the cashier.

Issues to be aware of: It is very effective to have a professional auctioneer, if possible. Some students are shy and do not bid. At some point, the auctioneer could only allow persons who have NOT bid, participate at times. Also, some students may need assistance to help them understand the bidding process.

Length of time: 30 - 60 minutes

LIVING INDEPENDENTLY

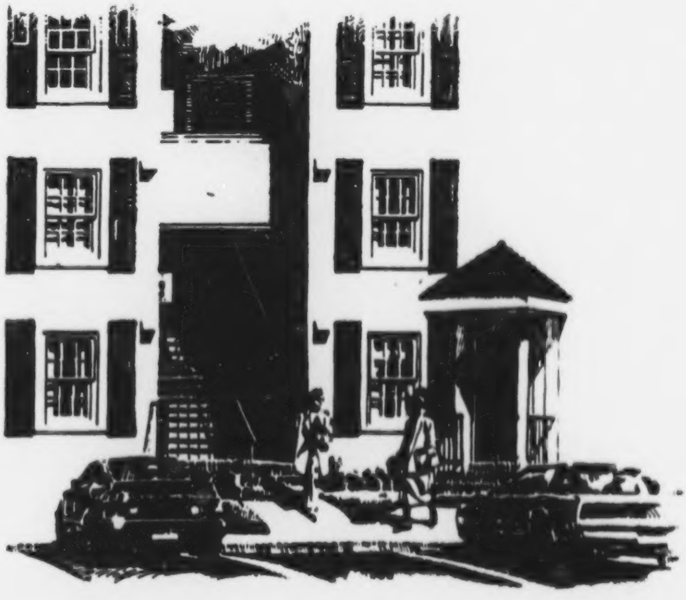


LIVING INDEPENDENTLY

The activities in this section will have to be tailored to your particular group. If your students live in a rural area, transportation needs and options will have to be addressed. You may be lucky enough to have many public transportation modes in your community; if so, research all of them with your students so that they feel comfortable taking the bus, calling for a cab, arranging transportation with a chauffeur company, etc.

Housing opportunities may be bountiful or scarce. Either way, research the residential options in your community. Do your students qualify for subsidized housing, group homes, supervised apartments, etc? Do they need help filling out forms to apply for these options? Do the families need to be involved? Your students and their needs will determine many of the additional activities so that they are able to live as independently as possible.

There are a myriad of other fun "field trip" type activities to do in conjunction with these activities. Exploring community recreation opportunities, grocery shopping to compare prices, locating the community service agencies, libraries, police, and fire departments are all worthwhile outings and will help your students feel more secure and confident as they leave school and enter their community as productive citizen!



Activity: How To Read Want Ads When Apartment Hunting

Purpose: Students will become familiar with abbreviations often used in ads for apartments.

Audience: Grades 9-12, Adult

Materials: Want ad glossary handout
Newspaper clippings with apartment ads

Implementation strategies: Give students handouts in conjunction with some actual ads that use the abbreviations. Students should read the newspapers and try to find some of these abbreviations used in actual ads. Have the students write their own want ads using the abbreviations and exchange with the other students and have them figure out the meanings.

Length of time: 20 minutes

WANT AD GLOSSARY

A Place to Rent

AEK	all electric kitchen
air, A/C	air conditioned
applcs	appliances
appt	appointment
apt	apartment
avail, avl	available
Ave	Avenue
ba	bath
bldg	building
blk	block
Blvd	Boulevard
brm, bdrm, br, bedrm	bedroom
cln	clean
cln fee	cleaning fee
clrd	colored
cls-in	close in
cntr	center
comf	comfortable
comp, compl	complete
cond	condition
conven	convenient
cpl only	couples only
cpt, crpt	carpeting
da	day
dec, decor	decorated
dep	deposit
dist	district
DLX	deluxe
drps	drapes
dshwshr, DW	dishwasher
dwn	down
dwntwn, dntn	downtown
ea	each
elec	electric, electricity
elev	elevator
empl, emp	employed
entr	entrance
exc	excellent
exc loc	excellent location
facils	facilities
frig	refrigerator
frplce	fireplace
furn	furnished

WANT AD GLOSSARY
Continued

garb, grbg	garbage
gar, garg	garage
hdwd flrs	hardwood floors
hskpg rm	housekeeping room
incl, inc	includes
info	information
inq	inquire
kitch prv, kitch privls	kitchen privileges
laund, ldry, lndry	laundry
liv rm	living room
loc	location, located
lrg, lge, lg	large
Mgr	manager
mo, M	month
mod	modern, moderate
nc	nice
NE	Northeast
nr	near
nudec	newly decorated
NW	Northwest
off-st	off street
pd	paid
perm	permanent
pnt	paint
pref	preferred
priv rm, pvt rm	private room
prkg, pkng	parking
pt utils pd	part utilities paid
pvt ent, priv ent	private entrance
Rd	Road
reas rates	reasonable rates
rec rm	recreation room
req	required
refr, ref, refrig	refrigerator
refs	references
remod	remodeled
resp, respon	responsible
rm	room
rng, rnge	range

WANT AD GLOSSARY
Continued

schl	school
SE	Southeast
serv	service
sgl	single
shpng	shopping
shr	share
shwr	shower
spac	spacious
St	Street
stor	storage
stu	studio
stv	stove
sundk	sundeck
Sw	Southwest
trans	transportation
unfurn	unfurnished
utils	utilities
vu, vw	view
w-	with
wk, W	week
wshr dryr, WD	washer and dryer
wtr	water
WW cpt, WW carpet	wall-to-wall carpeting
yd	yard

Activity: Sort It Out (Laundry)

Purpose: Students will be introduced to the process of doing laundry

Audience: Grades 7-12, Adult

Materials:
Laundry Baskets
Old clothes of different colors and textures
Empty boxes of laundry soap
Empty containers of regular bleach and all purpose bleach
Empty containers of fabric softeners

Implementation strategies: Discuss with the students:

1. Sorting laundry by color
2. Sorting laundry by texture
3. How full to load the machine
4. How much and when to add soap, bleach and softeners
5. Laundromats (how to use and cost)

Issues to be aware of: Don't assume they know anything!

Length of time: 45 minutes

Variation: You could cut out pictures of clothing, towels, sheets, bedspreads, etc. and have the students sort these items.

Activity: Apartment Hunting

Purpose: Students will become familiar with areas to look for when looking for an apartment.

Audience: Grades 7-12, Adult

Materials: Apartment Hunting Checklist

Implementation strategies: Go over the apartment hunting checklist with your students. Have them think about what would be important to them when they are looking for an apartment. You may want to bring in newspaper ads with apartment rentals in it for them to view, and see the different kinds of apartments and the different amenities that the complex or unit has to offer.

Issues to be aware of: Have a speaker from an apartment complex talk to your students about renting an apartment.

Length of time: 30-45 minutes, depending on how indepth you get with this activity.

APARTMENT HUNTING CHECKLIST

Rent Fee____________ Rent Due Date____________

Deposit_____________

Furnished___________ Unfurnished______________

Furnished Includes:

TV_______________________ Kitchen Table & Chairs________

Sofa_____________________ Bed___________________________

Chairs___________________ Dresser/Chest of Drawers______

Curtains or Blinds_______ Other_________________________

How Many Bedrooms____________________

How Many Other Rooms_________________

Bathrooms, How Many__________________

Bathtub or Shower____________________

Kitchen Appliances Provided	Yes	No
Refrigerator	_______	_______
Stove/Oven	_______	_______
Dishwasher	_______	_______
Microwave Oven	_______	_______
Garbage Disposal	_______	_______

Carpeting in Rooms	Yes	No	Color
Living Room	_____	_____	___________
Dining Room	_____	_____	___________
Kitchen	_____	_____	___________
Bedroom	_____	_____	___________
Bedroom	_____	_____	___________

APARTMENT HUNTING CHECKLIST
CONTINUED

How Many Floors In Apartment Building_____________

What Floor Is Apartment On________________________

Elevator_________________

Stairs___________________

Handicapped Access_______

Laundry Room Provided_____________________________

Cost____

On Bus Route______________________________________

How Far To Bus Stop_______________________________

Parking: On Street_______________________

Private Lot_______________________

Parking Garage____________________

Pets Allowed______________________________________

Extras Provided: Pool_________________________

Playground___________________

Sauna________________________

Exercise Equipment___________

Tennis Court_________________

Cable Hookup_________________

Storage Shed_________________

Garage_______________________

Activity: Public Transportation

Purpose: Students will learn how to read and use a bus schedule.

Audience: Grades 9-12, Adult

Materials:
Cincinnati Metro Bus Schedule
Can You Find Your Way Worksheet
Can You Find Your Way Answer Sheet
Copy of your local bus schedules

Implementation strategies: Copy the schedules for students use, only give them one section at a time and go over each section separately with the students to make it less confusing. Be sure to explain how the numbers that are circled are stops.

Issues to be aware of: The students may get frustrated with this activity at first, If just takes practice ;to be able to read the schedule. Get a copy of your local bus system's schedule to see how different the schedules are set up.

Length of time: 45 minutes

Variation: If the school is on a bus line, help students arrange to ride the bus home or to school or work. It would be a good experience to have the students call the local bus company to get a schedule for their area, inquire about a Fare Deal card and how they can apply for one if they are eligible. This will give the students experience in using the phone book, talking on the telephone and getting the proper information.

Tri-C
Route 20
Cincinnati
Metro
Kemper Road
Mall
Green

CINCINNATI METRO BUS SCHEDULE

Tips and Information

Metro Information 621-4455

Schedule Times Please note that weather and traffic conditions may cause actual arrival and departure times to vary slightly from the published schedule

Out of service buses Buses which display "Out of Service" destination signs are not providing regular route service and may not stop for passengers

Fares Bus drivers do not carry change. Please pay your fare in exact coin or coin and token combinations. Dollar coins or bills may not be used to pay bus fares. Thank you

Weekday rush hours (6 00 to 9 00 a m and 3 00 to 6 00 p m)	65¢
Weekday non rush hour	50¢
Weekday express fare (per trip)	10¢
Weekday zone fare (per zone beyond first zone)	10¢
Downtowner shuttle (10 30 a m to 2 30 p m., weekdays)	10¢
Weekend flat rate (no zone or express fare)	35¢
Fare Deal cardholders (plus any weekday zone or express fares)	30¢
Transfers	FREE*

Children's fare Infants in arms ride free. All other children pay the regular fare

* **Transfers** Please request your free transfer **when you pay your fare.** Transfers can be used at approved transfer points — please ask your bus driver or call the **Metro**Center at **621-4455** for transfer information. Transfers may not be used for "stop and go" or round trip travel. If you have a problem about a transfer, please report it to our Customer Service office at **632-7575.**

MetroCard The **Metro**'s unlimited ride monthly pass is the easy way to pay your fare and can be used on any regular **Metro** service

Order your MetroCard by mail, charge it to MasterCard® or VISA®. For sales information, please call **621-4455,** 8 30 a m to 5 00 p m , weekdays

Calling The Metro, 8:30 a.m. to 5:00 p.m., Monday through Friday

Access 632-7590
If you have a disability and cannot ride regular **Metro** service, we may be able to help

Customer Service 632-7575
Your reports will help us improve the quality of your **Metro** service.

Fare Deal 632-7540
If you are 65 or older or have a disability, you can ride The **Metro** for a discount.

Free RideGuides 621-4455
We'll send you copies of The **Metro**'s free bus schedules by mail

Lost and Found Information 621-9450
We can put you in touch with the right people to help you find your lost item

Metro Sales Information 621-4455
Call to find out how to buy Access fare tickets, **Metro** tokens or **Metro**Card, the convenient unlimited ride monthly pass

The **Metro** is a non profit public service of Southwest Ohio Regional Transit Authority

How To Ride

Using a Metro RideGuide

- Choose the appropriate RideGuide bus schedule for your trip.
- The schedule lists time points showing departure times from major intersections and landmarks.
- Decide when you want to arrive at your destination, then work backward to determine when you need to catch the bus. It is sometimes necessary to transfer to complete a trip.

Read the route schedule from top downward and left to right. Times listed are departure times from that point, unless noted.

Where to Board The Metro

You may board a **Metro** bus at any marked **Metro** bus stop along the local service portion of the route, please see your route map.

About Bus Stops

As a rule of thumb, you'll find bus stops every two blocks along the route. Bus stops are marked in one of two ways:

- an orange stripe painted on a utility, light or sign pole or along the curbing; or
- a blue and white "**Metro** Stop" sign.

Be Early

Watches and clocks seldom agree and a minute or two difference could mean a missed bus. Arrive at your **Metro** bus stop three to five minutes **before** your departure time. Occasionally traffic conditions, inclement weather, passenger loads and other uncontrollable conditions may cause a bus to run behind its published schedule. **Metro** makes every effort to get late buses back on schedule as quickly as possible.

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Tri-C
Route 20
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Trip Tips

Be Kind To One Another

- It is the law that you may not eat, drink or smoke on the bus. And you must use earphones when listening to any audio device on the bus.
- Please reserve the seats at the front of the bus for elderly or disabled riders.
- Animals, except for Seeing Eye Dogs, may not ride the Metro. Small animals may be carried in secure containers.
- Please do not block the aisle with packages, bags or baby carriages.

Thank you.

Go Safely

- When riding the bus, please be seated. If you must stand, please hold on.
- If there are no seats and you must stand, please move back from the front of the bus--the driver's ability to see the streets through the windows is important to your safety.
- At the bus stop, please stand away from a moving bus
- When boarding or deboarding, please watch your step and do not rush.
- Please wait for the bus to leave the bus stop before crossing the street.

Thank you.

Ride Smart

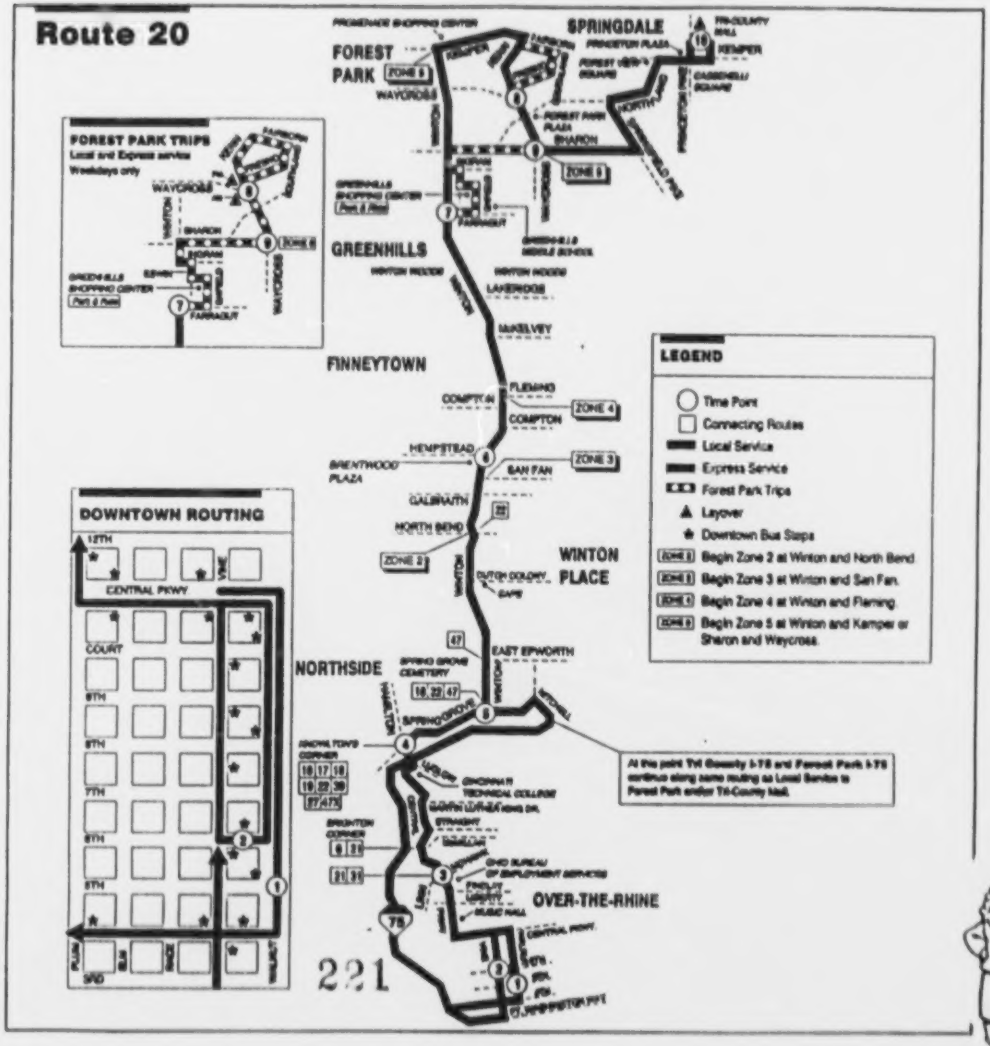
- For faster boarding, please have your fare ready before getting on the bus.
- For faster exit, please use the back door (except on Pay-As-You-Leave services).
- Please keep the bus windows closed for better climate control.

Thank you.

Listen to 1530 WCKY Cincinnati's InfoRadio for Metro Traffic Report.

CINCINNATI METRO BUS SCHEDULE

Map and Legend


Route 20
FOREST PARK
SPRINGDALE
PROMENADE SHOPPING CENTER
PRINCETON PLAZA
TRI-COUNTY MALL
KEMPER
FOREST VIEW SQUARE
CASSINELLI SQUARE
WAYCROSS
FOREST PARK PLAZA
SHARON
ZONE 5
GREENHILLS SHOPPING CENTER
Park & Ride
FARRAGUT
GREENHILLS MIDDLE SCHOOL
GREENHILLS
WINTON WOODS
LAKERIDGE
McKELVEY
FINNEYTOWN
COMPTON
FLEMING
ZONE 4
HEMPSTEAD
BRENTWOOD PLAZA
SAN FAN
ZONE 3
GALBRAITH
NORTH BEND
ZONE 2
WINTON PLACE
DUTCH COLONY CAFE
NORTHSIDE
SPRING GROVE CEMETERY
EAST EPWORTH
HOPPLE
SPRING GROVE
KNOWLTON'S CORNER
HAMILTON
CINCINNATI TECHNICAL COLLEGE
MARTIN LUTHER KING DR.
BRIGHTON CORNER
OHIO BUREAU OF EMPLOYMENT SERVICES
OVER-THE-RHINE
MUSIC HALL
CENTRAL PKWY.
WINTON
75
FOREST PARK TRIPS
Local and Express service
Weekdays only
DOWNTOWN ROUTING
12TH
CENTRAL PKWY
COURT
9TH
8TH
7TH
6TH
5TH
3RD
VINE
WALNUT
LEGEND
○ Time Point
☐ Connecting Routes
▬ Local Service
▬ Express Service
Forest Park Trips
▲ Layover
★ Downtown Bus Stops
Begin Zone 2 at Winton and North Bend
Begin Zone 3 at Winton and San Fan.
Begin Zone 4 at Winton and Fleming.
Begin Zone 5 at Winton and Kemper or Sharon and Waycross.
At this point Tri County I-75 and Forest Park I-75 continue along same routing as Local Service to Forest Park and/or Tri-County Mall.

Tri-C
Route 20
Cincinnati
Metro
Kemper Road
Mall
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CINCINNATI METRO BUS SCHEDULE

Route Schedule

Route 20
Monday through Friday

Rush Hour Fare 65¢
Non-Rush Hour Fare 50¢
Express Charge 10¢
Zone Charge 10¢ Each additional zone

From Tri-County/To Downtown

	⑩ Zone 5 Tri-County Mall	⑨ Zone 5 On Waycross Rd. At W. Sharon Rd.	⑦ Zone 4 On Winton Rd. At Farragut Rd.	⑥ Zone 3 On Winton Rd. At Hempstead Ave.	⑤ Zone 1 On Winton Rd. At Spring Grove	④ Zone 1 On Spring Grove Knowlton's Corner	③ Zone 1 On Central Pkwy. At Linn St.	② Zone 1 On Sixth Between Vine & Walnut Sts.	① Zone 1 On Walnut St. At Fifth St.
AM	8:22	8:34	8:46	8:54	9:07	9:10	9:20	9:30	—
	8:47	8:59	9:11	9:19	9:32	9:35	9:45	9:55	—
	9:32	9:44	9:56	10:04	10:17	10:20	10:30	10:40	—
	10:22	10:34	10:46	10:54	11:07	11:10	11:20	11:30	—
	11:12	11:24	11:36	11:44	11:57	12:00	12:10	12:20	—
PM	12:02	12:14	12:26	12:34	12:47	12:50	1:00	1:10	—
	12:52	1:04	1:16	1:24	1:37	1:40	1:50	2:00	—
	1:42	1:54	2:06	2:14	2:27	2:30	2:40	2:50	—
	2:26	2:38	2:50	2:58	3:11	3:14	3:24	—	X3:35
	3:16	3:28	3:40	3:48	4:01	4:04	4:14	—	X4:25
	4:11	4:23	4:35	4:43	4:56	4:59	5:09	—	X5:20
	4:46	4:58	5:10	5;18	5:31	5:34	5:44	—	X5:55
	5:46	6:00	6:10	6:18	6:29	6:32	6:42	6:50	—
	6:46	7:00	7:10	7:18	7:29	7:32	7:42	7:50	—
	8:06	8:20	8:30	8:38	8:49	8:52	9:02	9:10	—
	9:20	9:34	9:44	9:52	10:03	10:06	10:16	10:24	—

NOTE: Tri-County trips do not make loop behind Greenhills Shopping Center to Park & Ride.

From Downtown/To Tri-County

	① Zone 1 On Sixth Between Vine & Walnut Sts.	② Zone 1 On Walnut St. At Fifth St.	③ Zone 1 On Central Pkwy. At Linn St.	④ Zone 1 On Spring Grove Knowlton's Corner	⑤ Zone 1 On Winton Rd. At Spring Grove	⑥ Zone 3 On Winton Rd. At Hempstead Ave.	⑦ Zone 4 On Winton Rd. At Farragut Rd.	⑨ Zone 5 On Waycross Rd. At W. Sharon Rd.	⑩ Zone 5 Tri-County Mall
AM	5:36	—	5:43	5:52	5:55	6:05	6:12	6:22	6:35
	V7:05	NOTE V	7:14	7:24	7:27	7:39	7:47	7:57	8:12
	V7:25	NOTE V	7:34	7:44	7:47	7:59	8:07	8:17	8:32
	V7:50	NOTE V	7:59	8:09	8:12	8:24	8:32	8:42	8:57
	V8:50	NOTE V	8:59	9:09	9:12	9:24	9:32	9:42	9:57
	9:30	—	9:39	9:49	9:52	10:04	10:12	10:22	10:37
	10:40	—	10:49	10:59	11:02	11:14	11:22	11:32	11:47
	11:30	—	11:39	11:49	11:52	12:04	12:12	12:22	12:37
PM	12:20	—	12:29	12:39	12:42	12:54	1:02	1:12	1:27
	1:10	—	1:19	1:28	1:31	1:43	1:50	2:01	2:16
	2:00	—	2:09	2:18	2:21	2:33	2:40	2:51	3:06
	2:50	—	2:59	3:08	3:11	3:23	3:30	3:41	3:56
	—	X3:35	EXPRESS		3:50	4:02	4:09	4:21	4:36
	6:50	—	6:57	7:06	7:09	7:19	7:26	7:36	7:49
	7:50	—	7:57	8:06	8:09	8:19	8;26	8:36	8:49

NOTE V: Board this coach on Vine Street at 6th Street by Kentucky Fried Chicken

From Forest Park-Greenhills/To Downtown

	⑧ Zone 5 On Kenn Rd. At Waycross Rd.	⑨ Zone 5 On Waycross Rd. At W. Sharon Rd.	⑦ Zone 4 On Winton Rd. At Farragut Rd.	⑥ Zone 3 On Winton Rd. At Hempstead Ave.	⑤ Zone 1 On Winton Rd. At Spring Grove	④ Zone 1 On Spring Grove Knowlton's Corner	③ Zone 1 On Central Pkwy. At Linn St.	② Zone 1 On Vine At Sixth St.
AM	5:47	5:54	6:00	6:07	6:16	EXPRESS		6:30
	6:14	6:21	6:29	6:37	6:51	EXPRESS		7:05
	6:34	6:41	6:49	6:57	7:11	EXPRESS		7:25
	6:44	6:51	6:59	7:07	7:23	EXPRESS		7:40
	6:54	7:01	7:09	7:17	7:33	EXPRESS		7:50
	7:19	7:26	7:34	7:42	7:58	EXPRESS		8:15
	7:54	8:01	8:09	8;17	8:33	EXPRESS		8:50
PM	G5:45	G5:47	G5:59	G6:07	G6:20	G6:23	—	—
	G6:00	G6:02	G6:12	G6:20	G6:31	G6:34	—	—
	G6:05	G6:07	G6:17	G6:25	G6:36	G6:39	—	—
	G6:44	G6:46	G6:56	G7:04	G7:15	G7:18	—	—

EXPRESS: Service via I-75 between Mitchell Ave. & Downtown.

Tri-C
Route 20
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From Downtown/To Greenhills-Forest Park

	② Zone 1 On Vine At Sixth St.	① Zone 1 On Walnut St. At Fifth St.	③ Zone 1 On Central Pkwy. At Linn St.	④ Zone 1 On Srping Grove Knowlton's Corner	⑤ Zone 1 On Winton Rd. At Spring Grove	⑥ Zone 3 On Winton Rd. At Hempstead Ave.	⑦ Zone 4 On Winton Rd. At Farragut Rd.	⑨ Zone 5 On Waycross Rd. At W. Sharon Rd.	⑧ Zone 5 On Kenn Rd. At Waycross Rd.
AM	C6:30	—	—	—	6:45	6:55	7:03	7:09	7:13
PM	—	4:25	EXPRESS		4:41	4:56	5:05	5:11	5:20
	—	4:50	EXPRESS		5:06	5:21	5:30	5:36	G5:45
	—	5:05	EXPRESS		5:21	5:36	5:45	5:51	G6:00
	—	5:10	EXPRESS		5:26	5:41	5:50	5:56	G6:05
	—	5:20	EXPRESS		5:36	5:51	6:00	6:06	6:15
	—	5:55	EXPRESS		6:10	6:22	6:29	6:35	G6:44

SHADED AREAS DENOTE RUSH HOUR SERVICE PERIODS

Kenn Rd. & Waycross Rd. layover — AM before Forest Park Loop.
— PM after Forest Park Loop.

Route 20
Saturdays

Flat Rate Fare 35¢
No Express Charge
No Zone Charge

From Tri-County/To Downtown

	⑩ Tri-County Mall	⑨ On Waycross Rd. At W. Sharon Rd.	⑦ On Winton Rd. & At Farragut Rd.	⑥ On Winton Rd. & At Hempstead Ave.	⑤ On Winton Rd. & At Spring Grove	④ On Spring Grove Knowlton's Corner	③ On Central Pkwy. At Linn St.	② On Sixth Between
AM	7:41	7:52	8:02	8:10	8:22	8:25	8:35	8:4
	8:56	9:07	9:17	9:25	9:37	9:40	9:50	10:
	10:11	10:22	10:32	10:40	10:52	10:55	11:05	11:1
	11:26	11:37	11:47	11:55	12:07	12:10	12:20	12:
PM	12:41	12:52	1:02	1:10	1:22	1:25	1:35	1:
	1:54	2:06	2:16	2:24	2:36	2:39	2:49	3.
	3:09	3:21	3:31	3:39	3:51	3:54	4:04	4:1
	4:36	4:50	5:00	5:08	5:19	5:22	5:32	5:
	5:41	5:55	6:05	6:13	6:24	6:27	6:37	6:
	7:13	7:24	7:32	7:40	7:50	7:53	8:02	8:
	8:03	8:14	8:22	8:30	8:40	8:43	8:52	9:
	9:20	9:32	9:42	9:50	10:02	10:05	10:15	10:

NO SERVICE ON SUNDAYS & HOLIDAYS (see Rt. 78)

From Downtown/To Tri-County

	② On Sixth Between Vine & Walnut Sts.	③ On Central Pkwy. At Linn St.	④ On Spring Grove Knowlton's Corner	⑤ On Winton Rd. At Spring Grove	⑥ On Winton Rd. At Hempstead Ave.	⑦ On Winton Rd. At Farragut Rd.	⑨ On Waycross Rd. At W. Sharon Rd.	Tri-County Mall
AM	7:45	7:54	8:03	8:06	8:16	8:23	8:33	8:
	8:45	8:54	9:03	9:06	9:16	9:23	9:33	9:
	10:00	10:09	10:18	10:21	10:31	10:38	10:48	11:
	11:15	11:24	11:33	11:36	11:48	11:55	12:06	12:
PM	12:30	12:39	12:48	12:51	1:03	1:10	1:21	1:
	1:45	1:54	2:03	2:06	2:18	2:25	2:36	2:
	3:00	3:09	3:18	3:21	3:33	3:40	3:51	4.
	4:15	4:24	4:33	4:36	4:46	4:53	5:03	5
	5:40	5:47	5:56	5:59	6:09	6:16	6:26	6:
	6:45	6:52	7:01	7:04	7:14	7:21	7:31	7:
	8:10	8:17	8:26	8:29	8:39	8:46	8:56	9:

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Tri-...
Route 20
Cincinnati
Metro
Kemper Road
Mall
Green...

CAN YOU FIND YOUR WAY?

Answer the following questions using the Cincinnati Metro bus schedule for route 20 as a guide.

1. What is the route number of this bus schedule?

   ____

2. How much is rush hour fare Monday through Friday?

   ____

3. What is the zone charge on Monday through Friday?

   ____

4. What does the shaded area mean?

   ____

5. How early should you arrive at your bus stop?

   ____

6. Lets say you live on the corner of Hamilton and Spring Grove Avenues, work at Tri-County Mall and caught the last bus of the day to get home, what time would you get home?

   ____

7. Lets say you live on Hempstead and had to be at work which is at Greenhills Shopping Center by 2:00 p.m. on Friday, what time would you catch your bus?

   ____

8. How much would the above trip cost you?

   ____

9. Lets say you live on Kemper close to Cassinelli Square and had to be at work by 9:30 a.m. at the Ohio Bureau of Employment Services, what time would you need to catch the bus?

   ____

10. If you are 65 or older, or have a disability, you can ride the bus for a discount. What is this called?

    ____

Tri-C
Route 20
Cincinnati
Metro
Kemper Road
Mall
Green

CAN YOU FIND YOUR WAY?
ANSWER SHEET

Answer the following questions using the Cincinnati Metro bus schedule for route 20 as a guide.

1. What is the route number of this bus schedule?

   20

2. How much is rush hour fare Monday through Friday?

   .65

3. What is the zone charge on Monday through Friday?

   .10 each additional zone

4. What does the shaded area mean?

   rush hour

5. How early should you arrive at your bus stop?

   3-5 minutes early

6. Lets say you live on the corner of Hamilton and Spring Grove Avenues, work at Tri-County Mall and caught the last bus of the day to get home, what time would you get home?

   10:06

7. Lets say you live on Hempstead and had to be at work which is at Greenhills Shopping Center by 2:00 p.m. on Friday, what time would you catch your bus?

   1:43

8. How much would the above trip cost you?

   .50

9. Lets say you live on Kemper close to Cassinelli Square and had to be at work by 9:30 a.m. at the Ohio Bureau of Employment Services, what time would you need to catch the bus?

   8:22

10. If you are 65 or older, or have a disability, you can ride the bus for a discount. What is this called?

    Fare Deal

Activity: Let Your Fingers Do The Walking

Purpose: Students will learn how to use the telephone directory to find certain services.

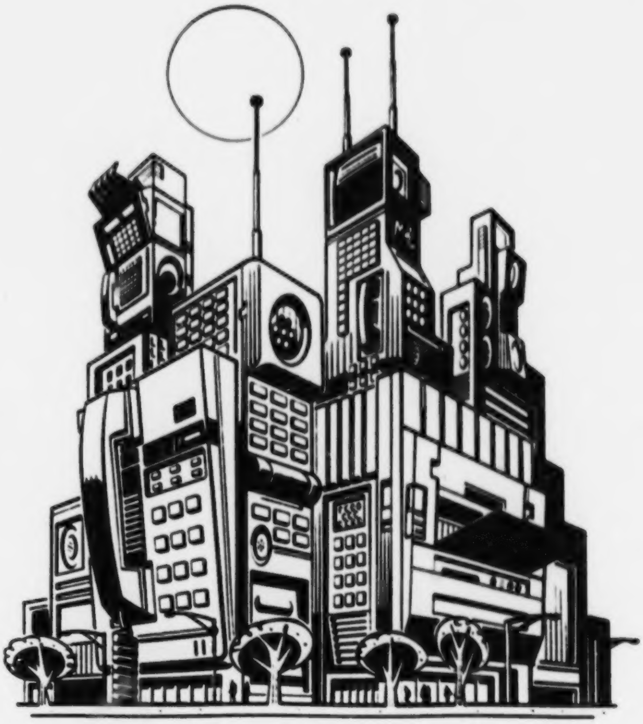
Audience: Grades 9-12, Adult

Materials: Community Stores And Services Handout
Area Telephone Books

Implementation strategies: Give students the Community Stores And Services handout and have them work in small groups to find the telephone numbers and addresses of the different sections. Assign each group a certain amount to look up. The class as a whole should work on section D. If the students are not from the same local area, you'll just have to decide on one phone book to use.

Length of time: 45 minutes

Variation: You could have contests to see who could find a number the fastest. It may also be a good idea to have all students record the telephone numbers under section D on a 3x5 card for their own use. They could also include other important numbers of their own on this card.



COMMUNITY STORES AND SERVICES

A. Community Services

1. Post Office
2. Convenience Store
3. Loan Company
4. Electric Company
5. Gas Company
6. Telephone Company
7. Cable Company
8. College or University
9. Church or Synagogue
10. Grocery Store
11. Bank
12. Police Station
13. Fire Station
14. Drug Store
15. City Hall
16. Laundromat
17. Library
18. Dry Cleaners

B. Entertainment

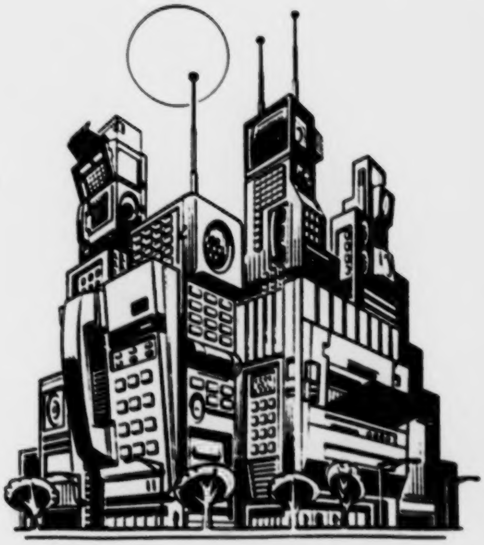
1. Shopping Mall
2. Bowling Alley
3. Skating Rink
4. Recreation Services (i.e. pools, parks)
5. Restaurants
6. Theatres
7. Social Group
8. Health Clubs

C. Health Care

1. Physicians
2. Dentists
3. Mental Health Services
4. Hospitals
5. Poison Control Hotline

D. Social Service Organizations

1. Social Security Office
2. Child Welfare Agencies
3. Family Counseling Services
4. Welfare Office
5. Social Service Organizations



Activity:	The Price Is Right Comparison Shopping For Groceries
Purpose:	Students will learn how to comparison shop
Audience:	Grades 7-12, Adult
Materials:	List of grocery items Grocery store ads

Implementation strategies: The most productive way would involve the students actually visiting 2-3 different grocery stores. The students would all have a list of specific items and their brand names to check the prices. One group could go to one major chain, while another group would go to a different chain store and a third group to a convenience type store.

Issues to be aware of: Talk to students about how the quantity of the item purchased affects the cost. Talk to the students about how to use coupons. The students may not be aware of the different kinds of grocery stores. Show the students how to read the signs in a store that tells how much the item cost per ounce or per each. If students' math skills permit, teach them how to figure cost per ounce on their own. Then they'll be able to decide which item is cheaper.

Length of time: This is hard to gauge, if you go to separate stores allow each group about 30 minutes to collect their data.

Variation: If actually visiting stores is impossible, gather several different grocery store ads and flyers. Have the students compare prices this way instead.

ANNOTATED BIBLIOGRAPHY

What follows is a small bibliography. When we consider all of the books, curricula, periodicals, and educational projects that deal with the important issue of the student's job search quest, these are just a drop in the bucket! We have listed below those resources that have been the most useful to us:

Circles Of Learning, by David W. Johnson, Roger T. Johnson and Edythe Johnson Holubec (Interaction Book Company, 7208 Cornelia Drive, Edina, Minnesota 55435, 1990 154 pages). This book is a practical guide to learn about using cooperative learning techniques in the classroom. It is written in an easy-to-read format.

Games Magazine, Big Book Of Games, by Ronnie Shushan (Workman Publishing, 708 Broadway, New York, New York 10003 1984, 192 pages). Many of the games and activities in this fantastic book were used as fill-ins or brain teasers during Job Club. There is a great sequel to this manual, **Big Book of Games II**, that is also fun to use with young people.

Tutoring: Learning By Helping, by Elizabeth Sabrinsky Foster (Educational Media Corporation, P.O. Box 21311, Minneapolis, Minnesota 55421 1983, 216 pages). Using activities from this book helps implement cooperative learning. The book provides excellent activities that foster cooperative learning and lessons that build on each other. Many of the activities will help increase student's communication skills.

100 Ways To Enhance Self-Concept In The Classroom; A Handbook For Teachers And Parents, by Jack Canfield and Harold C. Wells (Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1976, 253 pages). Full of great ideas on increasing self esteem, there are 100 activities in this guide to help the students know and understand themselves better. This book encourages students to "brag" on their accomplishments, which is a necessary tool in interviewing.

We found several fun and helpful activities from religious and teacher's journals. Check these out! There are many Job Club Manuals available. You could find these manuals at your local college. We found some of the activities and lessons inappropriate for junior high and senior high students. Some of the concepts and techniques may be helpful for your situation.